

Fortieth Annual Report

OF THE

Ontario Institution for the Education of the Blind

BRANTFORD

For the year ended 31st October
1911

(Being Appendix I to the Report of the Minister of Education for the year 1911)

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1912.



Ontario Institution for the Blind, Brantford

Gift of
A. M. Shotwell

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WITH THE COMPLIMENTS OF



HERBERT FAIRBAIRN GARDINER
PRINCIPAL

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APPENDIX I

FORTIETH ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD, BEING FOR THE YEAR ENDED 31ST OCTOBER, 1911

HON. R. A. PYNE, M.D., LL.D., *Minister of Education:*

SIR,—I have the honour to transmit herewith the Fortieth Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 31st October, 1911.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,

Principal.

Brantford, November, 1911.

The Institution for the Education of the Blind

In presenting the fortieth annual report of the Ontario Institution for the Blind, I have to report a decrease of three (from 119 to 116) in the average attendance for the session which ended in June, 1911, as compared with the preceding session: also a decrease in the total registration from 130 to 127. The present report covers a period of twelve months: the preceding report included thirteen months. The registration of pupils during the twelve months of the official year was 137, against 144 in the thirteen months of the preceding official year. The year's work was interfered with by the prevalence of mumps, measles and grippe among the pupils, one following the other from the middle of November to the end of March, happily of a light character, more annoying than dangerous. Among the teachers and other employees of the Institution there was an unusual amount of sickness, in some cases so serious as to require the attendance of a trained nurse. This condition involved extra labour on the part of those who retained their health, and in some departments extra expenditure. On the 7th of August Miss E. S. Rae, who had been engaged as a teacher in the literary department of the school since January 1st, 1908, tendered her resignation on account of continued ill-health, and Miss Elizabeth Stobie was chosen to succeed her, assuming the duties on September 27th. On October 3rd Miss Marjorie Jones began duty as teacher of violin, with a class of fourteen pupils. On February 11th, 1911, Miss M. E. Walsh died, at her residence in Hamilton. She had been employed as a teacher of Elocution and English in this Institution for twenty-seven years, resigning on account of poor health in January, 1910. The news of her death caused profound sorrow among her former pupils and asso-

ciates. Twice during each session, detailed reports, showing the progress of each pupil in each branch of study or work (literary, musical and industrial), with notes on health and conduct, are sent by the Principal to the interested parents or guardians. These are compiled from the teachers' class-books. The reports of the literary and musical examiners appointed by the Department of Education are appended to this report. Mr. Kilmer, it will be observed, comments on the insufficiency of an oral examination as a fair test of a pupil's knowledge, because, though having a good general knowledge of a subject, he may happen to be unable to answer the particular question that is given him. A brief excursion on a side line of questioning should enable the examiner to determine whether the ignorance of the pupil is total or partial; but, if a written examination is preferred, there is nothing to prevent it, provided the examiner has the time and patience to read the answers in New York point. The year's output of the printing office was curtailed by the illness of the printer; nevertheless, some valuable additions have been made to the stock of school books, especially in history and geography. The pupils are very willing to make use of the new books, and inquire anxiously about the progress of each volume in preparation. Some of them render valuable assistance in connection with the press work and binding. I have had a number of inquiries by letter from Toronto and Montreal regarding the propriety of subscribing to a fund for the purchase of a printing outfit to be used in the establishment and maintenance of a circulating library for the blind. I have directed the attention of these correspondents to the remarks on page 203 of last year's report, showing, first, the needlessness of another circulating library for the blind in Ontario, when the circulating library in connection with this Institution "is open, free of cost or of postage, to all the blind in Ontario, and is well supplied with books in three styles of type—the Moon, the line letter and the New York point—and all the books in the last-named type, published at the American Printing House for the Blind at Louisville, and suitable for use in Canada, are promptly purchased and added to stock." Secondly, if for any reason another circulating library were required, anyone familiar with the printing or publishing trade would understand that "the cost of setting the type, or of punching the brass plates, for a book would buy many more copies of that book than would be required for a circulating library, which usually needs only one copy, and rarely as many of four, of any book." An edition of less than fifty copies of a book cannot be economically printed. The probability of selling any large number of books to the blind is remote, for reasons of cost and bulk. Sir Walter Scott's "Marmion," in point, costs \$2.50; the single play of "Romeo and Juliet," \$3.00; "Hamlet," \$3.50. The Bible makes eleven volumes, requiring four linear feet of shelf room, with fourteen inches of height and thirteen inches of depth. The owner of the point equivalents of 100 books, such as are found in ordinary libraries in ink type, would need a large room in which to store them. I have great hope that the number of blind readers will be increased by means of the improved key and cards described in last year's report and again referred to in the report of the Overbrook convention on another page of this report. During the summer vacation I sent to all the newspapers in Ontario the following notice, which most of them were kind enough to publish:—

"You Can Teach the Blind to Read.—When a grown person loses his sight, through accident or disease, he should be taught at once to read with his fingers. Sitting in darkness and idleness is enough to make anyone despondent, but with the ability to read a book one can pass the time very comfortably. The task of learning to read occupies the mind and prevents the blind person from brooding

over his misfortune. Having overcome the difficulty of learning to read without sight, the blind man gains faith in himself; he believes that he can do various kinds of work, and with patience and determination he finds that his belief is justified. Earning money by his labour, he has the satisfaction of knowing himself to be a useful, independent member of society. At the Convention of the American Association of Workers for the Blind in Philadelphia in June, one of the delegates read a paper on Home Teaching of the Adult Blind. Mr. Gardiner, Principal of the Ontario Institution for the Education of the Blind, Brantford, in discussing the paper, pointed out that in a country of magnificent distances like Canada or the United States, it was not always practicable to send a special teacher to the home of the blind adult. He described a device of his own, by which any sighted reader of ordinary type can, without study or preparation, teach a blind person to read the raised characters known as New York Point; and on his return home he mailed to such of the delegates as had asked for them sets of the point cards and ink-type keys. He will be pleased to supply the same, free of charge, to anyone in Canada who may require them. In the case of blind children, or youths of either sex under twenty-one years of age, residents of Ontario, it is better that the teaching should be done at the school maintained by the Government at Brantford. There an ordinary Public School education can be obtained, with the addition of knitting, sewing, domestic science, basket and hammock making, the use of carpenters' tools, music and piano-tuning for those qualified to succeed in any of these lines. The test for admission is such defective sight as renders the applicant unable to read ordinary type, and there is no charge for board, tuition or books. Any reader of the _____ who knows of a child whose sight is thus defective will confer a favour by sending the name of the child and the name and address of its parent to H. F. Gardiner, Principal O. I. B., Brantford, Ontario."

This notice brought me many more letters on behalf of blind adults anxious to learn to read at their homes than on behalf of blind children eligible for admission as pupils in the school, and I was pleased to send the point key and cards to all applicants in Canada and the United States, as well as one set to Jamaica, one to Trinidad, and one to Canton, China.

The appended report by Dr. Ham will show the progress made in Music during the session, and the list of the certificates awarded will be found incorporated in the report of the Closing Concert in June. In addition to our own examinations, one pupil, Esther Davidovitz, passed the First Year examination at the Toronto College of Music with first-class honours; and another, Ethel McQuade, passed the Third Year examination at the Toronto College of Music with honours. I have heard with satisfaction during the year of several of our ex-pupils who are doing well as music teachers, though in some cases the news is of a less encouraging character. Extracts from correspondence will best illustrate the difficulties to be encountered and the ways of overcoming them.

An ex-pupil wrote: "I have triumphed in some surprising ways of late, but the story is too long to tell now. One of my school friends, with whom you are acquainted, suggests that I write an account of my successes and failures, difficulties overcome, etc., giving it as briefly as I can, for your use in the annual reports. If you think this would be useful to you or anyone, I will be glad to do my best."

To this I replied: "I think it is interesting and helpful to ex-pupils, and particularly useful to present pupils, to know how other blind people have got

along. The stories of brilliant successes are not typical, for most of us, blind and sighted, are just plain, ordinary people, and we make our way by persevering industry, and not by flashes of genius. I want my boys and girls to have a clearer idea of what is in front of them, to be overcome when they leave school, than I had, for instance, when I left college and started to paddle my own canoe. At the Overbrook Convention in June, many of the delegates talked to me about the pieces in our last report telling what a boy and a girl could do on a farm. I am sure such practical matter is more useful than tales about Helen Keller and other prodigies, and I shall be pleased to consider your contribution to the fund of information for the benefit of the blind."

In due time the following paper came to hand:—

Music Teaching

"Confident that many of the failures among the blind, who go forth from school to fight life's battles, are due to ignorance of the situation they are to face, I put in writing a few facts in my experience to be used as beacon lights to those now about to start out in life. I left the O. I. B., ill, without money, and my dearest ambition—to complete a thorough course in music—dashed to the ground. For two years I was physically unable to attempt work of any kind. This period of inactivity caused many to conclude that I was incapable of practising the profession I had chosen, viz., music teaching. Relatives from whom I hoped for assistance patronized other and less capable teachers. The truth of the saying 'A prophet is not without honour, save in his own country,' was brought forcibly home to me, and I turned to strangers for the help which relatives denied. I began actual work with two pupils, one of whom paid for her instruction and the other received lessons free of charge, on condition that she would assist me to secure other pupils. This investment of time and labour proved profitable. Aided by the free-instructed pupil, I soon had a class of six pupils in that neighbourhood. This small class was not sufficient to pay my expenses, and I soon realized also the probability of my pupils discontinuing their study of music. But how to enlarge my class was a bigger problem than I had dreamed of. In the first place, I found that I had not suitable instruction books, and so much of my time had to be spent in securing these that I could not attend properly to the securing of more pupils. The instruction books which my teachers recommended did not meet with favour in my field of labour. I found that expensive and popular music alone would insure my success. I taught my sister to dictate to me, and then copied from her dictation the books needed. This took time and hindered me not only in the work of enlarging my class, but prevented me from doing justice to my present pupils. I had no means at this time of reaching my pupils, who were for the most part in the country, save to walk. Delicate health made it necessary to limit these walks, and this was also no small hindrance. I dreaded to offer my services as music teacher to strangers. I met with so many forms of refusal that I often became discouraged. People often seemed to regard me as a being entirely different from themselves because I was blind. Common sense told me that it would avail nothing to resent this, and I devoted myself to convincing the public of my right to associate on equal terms with those with sight. More than once my success in securing a pupil has been due to my patient and thorough explanation and illustration of my ability, not only to play and teach music, but also to read, write, knit, etc. I have even walked unguided about the room, to prove that my body was as useful to me in

this respect as though I had sight. These things have to be done with good nature and with care that no condescension is shown in your manner. I try to put myself, in thought, in the place of my inquirers, consider their environments and educational advantages, and where these are unfavourable I find myself pitying rather than blaming them for their unreasonable questions and remarks. Impassable roads, storms, ill-health—all combined to bring about the results I feared. I was once again almost without work. Some of my pupils had moved away, others discontinued their lessons, either because their means prevented them from continuing, or because they were content with the small amount of instruction they had received. I had been prevented by circumstances mentioned above from looking for more pupils, and I was fast learning that my friends, however sincere, could not secure pupils for me. I realized, however, the benefit of the recommendation of my friends, and secured the signatures of my pupils or their guardians to a note of recommendation which a friend kindly penned for me. This written recommendation has been the passport to success for me many times since. During one winter I did practically nothing. I planned and thought, but to no purpose. I had one pupil near enough to my home to be reached through the snow, but she was not a brilliant one and I could hope for little from such advertisement. Then the spring came. Those days when so many people feel tired and out of sorts, I felt physically unable to cope with the problem of life before me, and yet I could not persuade myself to give up the struggle. News reached me of an opening in a small place about eight miles from my home. I could not walk that distance, and began solving the question of procuring a horse. My parents could not assist in this, so I determined to hire a horse for one day to view the prospects of this new field. The father of my winter pupil gladly hired his horse to me and I paid my first visit to my new work. I secured one pupil that day and determined to go once or twice more to see if I could secure enough work to pay for the expense of the trip and a little more. In two or three weeks I had a full day's work, and before the summer ended I was taking this trip twice a week. Yes, it paid. I hired the horse all summer and saved sufficient to make a payment on a horse of my own. Now I am paying my expenses, which are not small, and include many things which few young girls have to take into account. My father is aging and is growing more feeble and needs all I can give him. My one great hindrance now is physical inability to accomplish the work I might otherwise do. Over twenty pupils sufficed to tax my strength to its utmost capability during the past summer. God has been good to me. He has granted me strength to win thus far, and I pray that I may still continue faithful in the sphere where He has placed me. Throughout my struggle I have endeavoured to do my work thoroughly and honestly. I have avoided deceit and fraud and treated others with open frankness. My pupils are my friends and confide in me. I enter into their lives, their plans, and try to make their music fill the place in their lives which would be left dark and cheerless without it. Other teachers have been forced to vacate their fields of operation for me. I have the satisfaction now of knowing that the public with whom I have come in contact believe in me and are ready to supply me with all the work I can do. My sighted rivals have done much to oppose me, but though it seemed for a time they would succeed in their endeavours, I have won the battle. I had to visit in homes where I knew music was not enjoyed. I laboured without recompense, often without gratitude, but I am not sorry now that I did it. I am now fitting some of my pupils for College

examinations, and am looking forward with anxious expectation, which all music teachers will understand, to their future. The road to success is not a path of roses, and there are hands more ready to push us down than help us up the hill, but even these give way to force of patient perseverance, and the prize is well worth the striving for."

The following extracts from letters tell their own story:

An ex-pupil: "I am not living in a very good district to obtain music pupils. I have only had six pupils in two years."

An ex-pupil: "Since I left school I have had four music pupils. There is no opening here for a teacher of music. Last winter a gentleman tried to form a singing school, but the young people did not seem to care about it. I make more money at knitting than teaching music."

A recent pupil: "As for forgetting you, that is absolutely out of the question. I never forget anyone who has been kind and good to me. I think of the dear old O. I. B., and I can say with all truthfulness one single night has not passed since the twentieth of June last that I have not dreamed either that I myself was in school, or that some of the pupils were here with me. I was always backward in knitting and sewing classes; so far. I have made more at knitting than I have made at my music, and it is a well-known fact that while I was at school my music came before everything else. In Toronto, music teachers are like doctors; every second one you meet is a music teacher, so that, at the rate they are increasing, a blind person has very little show, unless he can get a studio at the College or Conservatory. I shall always be interested in the affairs of the dear O. I. B., for I consider it is the greatest of privileges to have been a pupil there, and I lose no opportunity of impressing this fact upon all with whom I come in contact."

A pupil of twenty years ago: "Thank you very kindly for the annual report. I enjoyed the reading very much. To me it was a token of remembrance and was highly appreciated. While the names of the pupils are all strange to me, there are a few names of teachers I remember. I am pleased to say that the instruction I received at the school has been a great benefit to me. I find use for my music in the missionary and evangelistic work I am now engaged in. God has enabled me to touch many hearts with the voice He lent me, and by the careful training of Miss Moore I have played my way into hearts and homes. Allow me to again thank you, and may the God of all power prosper you in your work, for it is a great one."

From an ex-pupil: "The copy of the Annual Report which you sent me delighted me very much, and I must thank you kindly for it. I noticed all the specimens of the point print cards, and I am sure your newly-organized class is of great benefit to the school. At a glance at the reports that have been issued since my departure from the Institution, I can see the numerous improvements which are being made all along. It is quite evident, therefore, that the man in charge of the place remains active—ever enthusiastic about the great work he has undertaken. Trying to follow your good example, I have kept very busy myself for the last year, teaching music. I must confess, however, that it was somewhat trying at first to secure pupils where a number of teachers had already settled, but with a little patience and perseverance I finally succeeded. At the end of three weeks I began with five pupils and gradually worked my way up. I also got in with a prominent music store, and after that my trials were over. I have now a class of thirty-two pupils, who are nearly all taking two lessons a

week, at fifty cents per lesson. Apart from that, I do a little playing at private dances among the people of the town, for which I never get paid less than five dollars an evening. So every little bit helps, does it not? I spent Easter at home with pa and ma. They are all well and send their regards to you. If I were to have a chat with you, as in old times, I would have lots more to say, but I must not detain you further with my lengthy epistle. I will now look forward to a reply from you, which I hope will not be long in coming. With best wishes for health and prosperity, very sincerely yours."

All of the young ladies from whose letters these extracts are taken had homes where they were sure of food and shelter, with more or less financial backing, while getting a start as teachers. While the recorded efforts and successes are entitled to admiration, the really pathetic case is that of the blind person (especially the blind woman) who leaves school equipped for a special line of work, but lacks money or friends to carry her through the awful interval that must elapse before she can earn sufficient for her sustenance. The sighted person, similarly situated, can always fall back on unskilled labour—house-work for girls, pick and shovel for boys—but these avenues are closed to the blind. For the last three years I have had a small income derived from interest on a legacy, upon which I depend largely to help girls in the circumstances described, so far as the conditions of the legacy will permit. Three of my correspondents remark that they have earned more by their knitting than by their music, which statement emphasizes the advisability of being able and willing to do more than one thing. Some pupils are disposed to drop or give only slight attention to everything else, as soon as they take up music or tuning, while others realize that there will be hours and even days when there is no piano to tune or no music lesson to give, and therefore prepare themselves to occupy the spare time usefully at making a basket, a hammock, or a stocking.

One correspondent describes her embarrassment at finding that her pupils in the country preferred popular to classical music, and tells how she managed to meet the demand by teaching her sister to dictate such pieces as she required from the ink sheet for her to write out in point. I have heard of similar experiences both in Canada and the United States, and while I would not suggest any alteration or modification of the school curriculum, I believe in the blind teacher providing the goods that the market demands; otherwise, the patron will turn to a sighted teacher to get what he or she wants. It may be more agreeable to the teacher fresh from school to give instruction in "Fantaisie Impromptu, C sharp minor, Op. 66," but if the pupil's parents want to hear their daughter play "The Old Piney Woods," and "Onward, Christian Soldiers," it is their money that the teacher wants. For a blind person to teach a sighted music-reader to dictate, keeping proper track of the octaves and intervals, it is essential that the blind musician should thoroughly understand the staff notation used by the sighted. Increased attention is now given to that department of instruction in this school, and I am working on a booklet designed to make the notation used by the blind as easily intelligible to a sighted musician as the "literary point" has been made by the key and cards printed last year. Then the blind teacher will be able to use any piece of music published in ink type.

Tuning and Other Work

Not less practical and interesting than the experiences of the music-teachers, above recorded, are the facts supplied in the following letter from a totally blind

young man, an ex-pupil: "It is nearly three years since I left the school, and you will think I have forgotten you altogether. You have been sending the annual reports as well as papers with accounts of the different concerts; for all these I thank you, but I did not do my part, to send a card or answer you in any way. I want here to thank you for that recommendation I got from you two years ago; it helped me a great deal, I can tell you. If I was at Brantford I could tell you and the others a whole lot of experience that I have had since I left school, but no doubt some of the pupils have had more than I. Perhaps I can tell you a few things that I have taken notice of since I was at Brantford. When I left in June, 1908, I thought I had a good knowledge of the tuning and repairing of pianos. Well, the tuning was all right, but the repairing part was not to be compared with what one should know when he leaves school. Of course, one is learning all the time, but, when I started out to do some tuning, I found myself up against more repairing than tuning. I believe the reason for this is that the public in general do not understand what is meant by tuning a piano, as we did at school. In a great number of cases I find that as long as the piano plays all right it does well enough, but, as soon as it doesn't work all right, then it needs tuning, when it really needs repairing. I also learned that, to make a success of this business, I ought to be able to tune organs. Well, I got busy at learning all about organs, and now I like to work on or in an organ as well as a piano. I guess you wonder how I got much to do when I live near a small place and on a farm besides. Well, in the first place, one can scarcely call at a house in the country or town but what there is a music-box of some kind. I have listened to the reading of the annual report, just received, and I notice a number of changes. There is one account there that takes my eye—that by my school-fellow, Orville Frayne, 'What a blind man can do on a farm.' I want to back Orville on all he has said with regard to a blind man on a farm. I just want to say that I go through nearly the same as mentioned by my good friend. I can mention something more that I have done that my friend did not. I think so much of horses that I ventured to halter-breaking colts. I have three to show for my work in that line, and I generally have the harness on them before they are very old, but as they go to pasture early in the spring, I have to go over my work again. I honestly believe that a blind person, girl or boy, has a greater chance to do a lot of work on the farm than those in the city, unless the latter have a good paying job. I make a number of hammocks each spring, which I get rid of quite easily, and get the price I put on them. You see that I am not near a large town or city, and it is very seldom that any factory-made hammocks are brought in, and that helps me a lot. As a side line, a year ago this spring I bought some cattle. As we have lots of pasture for young cattle, father told me that he would pasture them for me if I wanted them, so I jumped at the chance, and I had good luck, as in eight months I doubled the money, and I am after the same business again. I have learned to take my part with the sighted people, and I think the sooner one gets at it the better he will get along in life. I am in favour of having the blind learn to play the violin. In the first place, it is an instrument that is within reach of most all people, as far as money goes; and it is a fine pastime, as you can have the kind of music you wish for. I certainly approve of the Sloyd room. The boys must not give up when they hit their fingers instead of the nail. I expect to be driving nails soon, as we have about five thousand shingles to lay, and, as the other men are working on the land, I shall have most of that job to myself. I have been at it before, so I know how it goes. I like it. As it is near milking time, I must stop. Excuse mistakes and slip dots. Write soon."



In the Willow Shop O.I.B.

This letter is brim-full of the spirit which compels success. The man or woman who tries with self-confidence, and does things, instead of waiting to be led or helped, is the one who "gets there." We have pupils in our tuning class whom I would fear to trust at a job of repairing, no matter how much instruction might be given them; but we have others who really should be taught the things in school which our correspondent had to find out for himself after leaving school. A resident teacher, competent as a repairer of pianos and organs, as well as a tuner, giving his whole time to the work of the school, and with time and patience to teach even the things which blind boys find it hard to learn, would supply this "felt-want."

Basket-Making

The making of willow baskets continues to be the main handicraft in which the blind boys are instructed. Occasionally the statement is volunteered (usually by some person who has an axe to grind) that the basket business is not nearly as good for the blind as the making of brooms, or some other occupation. I have been going among the blind, with my eyes and ears open, for more than eight years, visiting schools and workshops, attending Conventions, conversing with instructors of and workers for the blind, and studying the reports published in the United States and Europe, and if any line of work, better suited on the whole for the blind boys of Ontario than basket-making, could have been found, its adoption would have been recommended by me long ere this. While always willing to consider useful suggestions from any source, I do not propose to be stampeded into unwise action by some noisy fellow who knows a little and guesses a lot. To anyone who really considers the subject, or who makes the test of trying to do something with his own eyes closed, the conclusion is unavoidable that a blind man is at a disadvantage in competition with a man possessed of sight. Yet there are a few things that a blind man can do, perhaps not so quickly, perhaps not so well, as he could do them if he had sight, but still quickly enough and well enough to make his labour valuable, especially in branches of industry in which labour-saving machinery is not employed to any great extent. The making of willow baskets is an industry to which these conditions apply. I receive a good many letters from ex-pupils who are basket-makers, and, while ordering material, some of them give information about themselves and their work. This year news of the trade has been obtained in another way.

With the permission of the Minister, Mr. W. B. Donkin, Instructor in the Willow Shop, spent a portion of the 1911 summer vacation visiting at their homes ex-pupils who work at basket-making, the objects being to see how they were getting along, and to give them any instructions and assistance that might be required in connection with the use of new models, selling the product, etc. Mr. Donkin called upon

W. H. Dayman, London, who has been in the basket business for the last twenty years, residing with his sister at 499 Piccadilly street, where he works in a shop built by himself in rear of the house. Mr. Dayman reported that trade was good; in fact, he had been so busy that he could not take a holiday. In addition to his local trade, he sends baskets to the Western Provinces.

George B. Welz, of Berlin, after graduating from the Institution in 1899, went into the grocery business, from which he retired about five years ago in order to return to willow work. He has recently erected a shop for himself at

22 York street, where he is doing a good business. He leases a stall on the city market, where he sells his baskets on market days. In addition to making baskets, Mr. Welz has an agency for brooms and whisks.

Joseph Fleming, Hamilton, is engaged almost exclusively in the making of delivery baskets, which he sells to a wholesale house in Hamilton. In addition to maintaining himself, Mr. Fleming supports an invalid sister.

Benjamin Crew, Toronto, reported being very busy at willow work. He is chiefly employed at making and repairing bottle baskets, at which work he claims to be able to earn \$2.50 per day.

Alfred Foster and S. Taylor are also engaged exclusively in this class of work.

Thomas Cookson, another ex-pupil in Toronto, makes a few baskets in the winter, his chief occupation being that of a bricklayer's labourer.

George Armstrong, Peterborough, gave up willow work some time ago, claiming to be unable to make a living at it. He is now engaged in taking care of lawns during the summer months and recaning chairs during the winter.

Joseph Burns, Minden, devotes most of his time to willow work, finding a ready sale for the product throughout the County of Haliburton. He sometimes drives as much as forty miles on his selling trips, but always succeeds in disposing of his load. He also makes a large quantity of lunch baskets for the lumber camps. Mr. Burns resides on a small farm owned and worked by himself. He is married and has eight children.

James O'Donnell, who left the Institution a little over a year ago, works exclusively at his trade. In addition to supplying his home town (Lanark) with baskets, he sells in the surrounding country. He makes up a load of about ten dozen baskets, hires a team and salesman who drives for him and does the actual selling. They are sometimes away from home three days, but always succeed in disposing of their load. Mr. O'Donnell works hard and is very enthusiastic over his prospects. He intends planting his own willow next spring, and has secured a piece of land for the purpose.

Isaac Pretty, Ashton, who graduated in 1890, has built up a good business in Carleton Place and vicinity. He grows his own willow and is a hard worker. He finds no difficulty in disposing of his baskets; in fact, he says: "I cannot make them fast enough to fill my orders." He has just leased a small farm in the vicinity of Ashton. Mr. Pretty is married and has three children.

Ubaldo Martel, The Brook, has not worked at basket-making since leaving the school, claiming to be unable to find a market for the product. Mr. Donkin advised him how to sell baskets, and he promised to commence work. Martel is a good worker, but a poor salesman. An opening was subsequently found for him in Montreal.

David McCaul, Ottawa, who left school in June, 1910, had removed to Montreal, and had worked during the last winter at the Nazareth Institution, recaning chairs. At the time of Mr. Donkin's visit to Montreal, McCaul was a patient in the Hotel Dieu, suffering from typhoid fever, and was too ill to be seen.

Samuel Collins, formerly of Ottawa, was employed at the Nazareth Institution making baskets and was working steadily.

Odilon Mathieu, also from Ottawa, resides with his parents in Montreal. He has worked continually at willow work since leaving school in 1897, and is doing a good business, not only at basket-making but also at chair-caning and repairing rattan furniture and babies' carriages.

Mr. Donkin visited a number of other blind basket-makers, who had not learned their trade in the Ontario Institution. They seemed to be prospering. As the result of his observations he is more than ever convinced that basket-making is the very best trade that has yet been taught to the blind, offering as it does to the blind man who is willing to work the opportunity to build up a business of his own. He obtained information which will be valuable to him in his own work, and he brought back a memorandum of tools and appliances which could be advantageously used by the basket-makers whom he visited.

This is not a record of uniform success, but to one who has seen broom-shops standing idle, or run at a serious loss—the deficiency being made up by charitable contributions or aid from the public chest—it is on the whole satisfactory. I am endeavouring to extend the scope of the industry, to include the manufacture of verandah furniture by the blind. From Mr. Donkin's notes, it will be observed, that some good workmen are poor salesmen—a distinction not peculiar to the blind, for there are many sighted men who do well working for wages, but would inevitably fail if in business on their own account. It is for this numerous class, as well as for the blind who have lost their sight when too old to come to school, that a workshop similar to the one in Milwaukee should be established and maintained in Toronto.

Pupils and Parents

Since the publication of the last report, I have received many letters from pupils, ex-pupils and the parents and friends of pupils, from which the following extracts are presented, mainly to assure the parents of blind children throughout the Province that their children will be safe and comfortable, and will be well taken care of, when enrolled as pupils in this Institution:—

An ex-pupil: "I have to thank someone about the Institution for a pleasant half-hour in the company of the last annual report. Each improvement in method and equipment affords at least a momentary thrill. Kindest wishes for all, and especially my few remaining acquaintances."

A mother: "I must sincerely thank you for your kindness to her during the time she has spent in your school; I also thank the teachers and pupils, who have been exceedingly kind to her, and I hope that she does all she can to help others along. I am sure we shall find her much improved in all her studies. With best wishes for the success and prosperity of your Institution, I remain."

A mother: "I wish to thank you and the staff for the care you have taken of — in the past year; we think her reports are wonderful. Wishing yourself and staff a very pleasant holiday, and thanking you again."

A pupil: "You will be glad to hear that I got first prize for my bead-work in the — exhibition, which was four dollars."

Two pupils: "We received your card and it was so kind of you to remember us. We are having a lovely time this summer. We are visiting our uncle now. He made us a swing and we spent a lot of our time outside. We brought our slate with us, and how the people do examine it. They think point print is so wonderful."

A pupil's parent: "— will be back in good time on the day appointed. We are well pleased with the progress she has made since being a pupil at your school, and feel that we are wise in deciding for her continuance there. Thanking you for your kindness in the past, we remain—"

A pupil's mother: "We received her report for May and we are very well

pleased at her progress. We must take this opportunity of thanking you and your well-trained staff for being so kind to our daughter. I think reports like the one we received are an honour to both pupil and teachers."

A former official: "A week or two ago I received a copy of your report; also key to New York point-print for the blind. I was very much pleased at receiving both. I am far from forgetting Brantford, and my thoughts are often with the Institution people, and you may feel sure that I have had a very thorough look over the report. You have had many changes and improvements made since you have been there, and I am sure it looks much better than it did a few years ago, and is much better. You certainly have used a large amount of energy in the welfare of the pupils, and I see by the report that the parents are very grateful for what you have done. I am much interested in the key to the New York point-print; it seems to me wonderfully simplified. With sincere wishes for the prosperity of the school,—"

A pupil who has just left the school: "I want to thank you for remembering me when you were in Philadelphia, and also for sending me the Brantford paper with the concise account of your trip. You must have been a busy man both in Philadelphia and New York, and the pupils next session are in for a very interesting talk by you. The fact that you witnessed the swimming by the blind at the Convention, reminded me of what you had said regarding the blind learning to swim, just a short time before the session broke up. You and the Principal at Overbrook are of the same opinion on that line of thought. While in New York you seem to have left no place unvisited that had any connection with the blind. No doubt you got many new ideas, and, I might add, I am sure you gave some. When the people of Ontario awake to the fact that something must be done for the adult blind, you will be the man to whom they will turn for a solution of their problem. Since school closed, three of us gave a concert in the north and made over eight dollars apiece. I am enclosing the address of a lady to whom I wish you would send those point print cards by which she can learn to read. I would be very ungrateful, Mr. Gardiner, if I were to close this letter without thanking you very, very sincerely for the many kindnesses shown to me by you while at Brantford. You certainly are a believer in the doctrine, 'There is no darkness but ignorance,' and, as long as you are Principal of the O. I. B., any pupil who leaves it in the 'dark' leaves it in that condition because he came to the wrong place. With very best wishes for yourself and the school, I remain—"

An ex-pupil: "There has been a great demand for bead-work lately. I made some work which was sold two days after completion. When it is my opportunity to tell of the work accomplished under your supervision, I always remind the parties to whom I speak of the success of others. We realize the great work you have done, and believe you will reap a rich reward in the hereafter. Hoping that the Institution will have success in years to come, as in the past, and that you are blessed with health, I will conclude with kind regards to pupils and staff."

From a pupil's mother: "I cannot express our thanks to you, not only for the beautiful copy of the Report, and for the papers from time to time, but for the fatherly care exercised over our dear boy, who has been with you now for four years, and during that time I have heard no complaint, and I am sure that is a good testimony as to your care of and for him. I wish to thank, first you, then all the dear teachers and helpers for your care of —; may you all receive the blessing you deserve for all the care and untiring affection lavished on all the dear children under your care."

A father: "I see a great improvement in —, and in talking to him I find he has learned a lot since going to Brantford. I must thank you for the Annual Report which you so kindly sent me. It must be very gratifying to you to see all your pupils doing so well."

A mother: "I received report and postcard and am pleased to see that — is getting on well with her lessons and her conduct is good."

A mother: "I am writing to you to thank you for the report you sent me. I enjoy reading about the work of the blind. I am thankful, indeed, that my son is getting on so nicely in his studies, and my one desire is that he will continue to be a credit both to the school and to the teachers who are devoting their time to such a noble work. I must thank you for all your kindness to him since he has been a pupil at the O. I. B. I was rather reluctant about letting him start so young, but I am very thankful I did now, because he is getting along so well. He was very anxious to start back again after the holidays, and I hope he is being a good boy and doing all he can. Wishing you every success."

An ex-pupil: "I desire to acknowledge receipt of Annual Report. I have listened to the perusal of its sundry departments with the keenest interest, noting with pleasure the progress which has been made, especially in the handicraft department. Thanking you for favours from time to time, I remain your sincere friend."

An ex-pupil: "Just a few lines to thank you for the Annual Report, which I was very pleased to receive. It is a source of great interest to me to read what is going on at school, now I am away from it. I am afraid I did not appreciate, as I might have done, my opportunity while I was at school, although I am grateful for what I did learn there. My interest in the school has not grown any less, neither have I forgotten the good times I used to have there. I am still working and doing well. Please give my kindest regards to all pupils and teachers."

A parent: "With pleasure and many thanks I acknowledge the receipt of the 39th Annual Report of the noble Institution under your efficient charge. My daughter is much better, and we trust that she will be able to attend next session."

A parent: "I also received the Report. We are pleased — has got on so well for his first term. We both thank you and his teachers and nurse for looking after him so well. We were anxious about him, not being away from home before, but I would not be afraid to let him go again."

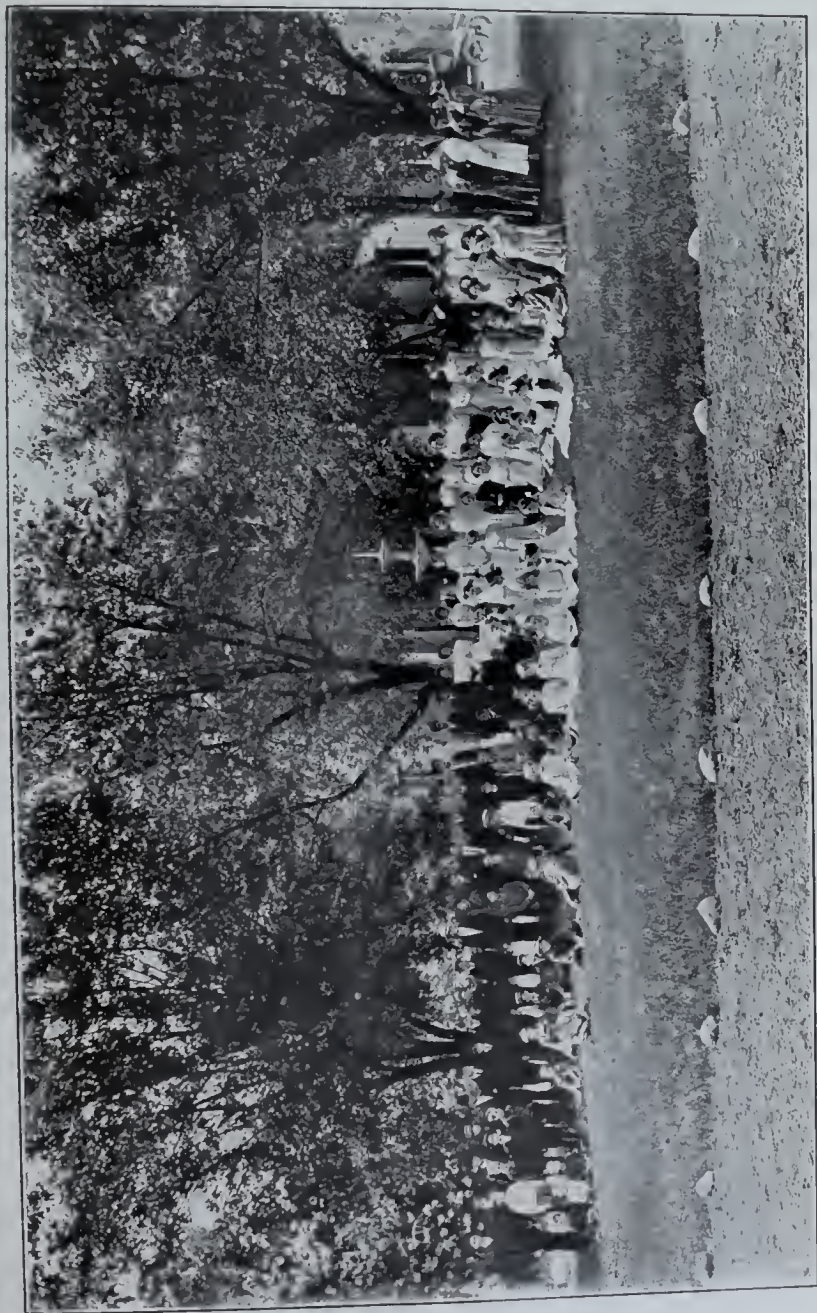
A parent: "I may say it is a great credit to your staff and a great satisfaction to myself and my wife to note the great progress of our boy since his admission to your O. I. B."

A mother: "Many thanks for sending me —'s report. I think she is making wonderful progress in all her studies. We are more than pleased, and thank you for your very great kindness to her; also her teachers. I am pleased to say she is very happy at school. It was a lucky day for her that we let her go to school."

A mother: "We think she is doing well for the time she has been there. Thanks for the kindness shown her; also glad to hear your health has improved."

Attendance

The total registration of pupils in the session of 1910-11 was 127, three less than in the preceding session; at the opening on September 28th, 1910, there were 109 pupils, as compared with 113 at the opening of the preceding session; at the close 115, as compared with 117. Eighteen pupils, who were not present at the opening in September, arrived during the session: six of these were new;



O.I.B. Pupils. 1911

twelve had been in attendance previously. Of the twelve pupils who were present during a part of the session, but did not remain until the end, two males were unable to work or study on account of paralysis; one male developed habits dangerous to himself and others; two males left to engage in basket-making; two males left on account of illness; one male was found by the oculist to have practically normal vision when supplied with proper spectacles; three females went home ill, and one female remained at home from Christmas to have her eyes treated. Of the 115 pupils who were present at the close of the session, there were 60 males and 55 females.

The number of pupils in attendance at the opening on September 27th, 1911, was 104, as compared with 109 at the corresponding date in 1910, and 115 at the closing of the school term on June 21st, 1911. Of those in attendance at the close of the last term, 90 had returned; seven former pupils who were not here at the close of last term had come back, and seven new pupils had been enrolled. Of the seven described as former pupils, four were not in attendance during any part of the session of 1910-11. Of the 25 who left in June and did not return in September, 3 have since returned, and the absence of the other 22 is thus explained:—

Two males were detained by illness; five males left to work at piano-tuning; seven females had completed their course; one male went to the Perkins Institution in Boston; one female went to the Ladies' College at Whitby to study elocution and vocal music; one male went to Toronto to study elocution; one male and two females were kept at home for domestic reasons; one male was defective in intellect, and one male was exeluded for incorrigible dishonesty.

The ages of the new and re-admitted pupils are as follows:—

Males		Females	
Twenty-three years	1	Twenty-four years	1
Twenty-two years.....	1	Nineteen years.....	1
Eighteen years.....	1	Seventeen years.....	1
Seventeen years.....	2	Twelve years	1
Fifteen years	2	Eleven years.....	1
Fourteen years.....	1	Ten years	2
Ten years	1		—
Eight years.....	1	Total females.....	7
Seven years.....	1	Total males.....	11
	—		—
Total males.....	11	Total males and females.....	18

Pupils Registered in Session, 1910-11

Name	Residence	Name	Residence
Barton, Gustavus	Kazubazua, Que.	Webb, Harold	Allandale.
Beach, Sparling	Ottawa.	West, Lionel	Galt.
Black, Herbert	Graysville, Man.	White, Harry	Toronto.
Burgess, Lloyd	Princeton.	Wilkinson, Byron	Sarnia.
Chatelain, Jean	Ottawa.	Yarocki, Harry	Garland, Man.
Clappen, William	Belleville.	Ash, Rachel	Sarnia.
Clarke, Walter	Toronto.	Bickerton, Gladys	Navan.
Clemmett, Wilbert	Omeme.	Branson, Ethel	Millgrove.
Clissold, Frederick	Mimico.	Brunsdon, Alma	Brantford.
Colby, Edward	Stratford.	Buss, Anna	Mille Roches.
Cotter, James	Ottawa.	Catling, Nellie	Goderich.
Crew, William	Toronto.	Cox, Winifred	Paris.
Cundy, John	Regina, Sask.	Crawford, Annie	Strathroy.
Derbyshire, Byron	Athens.	Cuneo, Mary	Toronto.
Dery, Rosario	Ottawa.	Curry, Catharine	Toronto.
Duff, Charles	Banda.	Darby, Alice	Ottawa.
Dunlevy, Eldon	New Toronto.	Davidovitz, Esther	Hamilton.
Earle, Clarence	Toronto.	Davison, Winifred	Griersville.
Elnor, Harold	Toronto.	Doherty, Marguerite	Peterborough.
Fonger, Stanley	Bruce, Alta.	Duciaume, Eva	Rockland.
Frayne, Orville	Forest.	Dunlop, Maud	Cooper's Falls.
Golz, Gustav	Transcona, Man.	Elliott, Isabel	Elkhorn, Man.
Gomm, William	Toronto.	Fitzpatrick, Alta.	Wheatley.
Graham, Glen	Birnam.	Fox, Irene	Walkerville.
Green, Harold	Louise Bridge, Man.	Griffin, Alice	Hawtre.
Grills, Ion	Campbellford.	Hawley, Doris	Winnipeg, Man.
Harvey, Walter	Toronto.	Heaphy, Norab	Ottawa.
Hawken, Howard	Whitby.	Henrich, Evelyn	Brantford.
Henderson, Richard	Schomberg.	Hepburn, Alice	Port Elgin.
Higgins, Thomas	Toronto.	Hepburn, Harriet	Port Elgin.
Johnston, Harold	Brockville.	Hewison, Betsy	Toronto.
Kelland, Wilber	Kirkton.	Hyndman, Elsie	Norwich.
Kennedy, Edward	Ottawa.	Ingram, Elizabeth	Ottawa.
Landrian, Valmore	Ottawa.	James, Gertrude	Waterford.
Lee, George	Epping.	Johnston, Charlotte	Guelph.
Lott, Albert	Brussels.	Kaufman, Blanche	Chatbam.
Lott, Ernest	Brussels.	Lammie, Amy	Hensall.
McBride, Charles	Danforth.	Lammie, Greta	Hensall.
McDonald, Norman	Mitcheil.	Lansdowne, Norah	Toronto.
McKim, Burney	Brighton.	Marsh, Mary	Holland Landing.
Mealing, Oliver	Brantford.	McEwen, Geraldine	Radisson, Sask.
Murray, Ancile	Goderich.	McQuade, Ethel	Stratford.
O'Keefe, William	Hamilton.	Meehan, Laura	Toronto.
Patterson, Clifford	Hamilton.	Miles, Mildred	Toronto.
Paul, Leonard	Haileybury.	Miller, Susan	Gravenhurst.
Pinnock, Alfred	Brantford.	Muntz, Eva	Vegreville, Alta.
Porte, Aquila	Aylmer.	O'Neill, Mary	Ottawa.
Price, Frederick	Niagara Falls.	Rooke, Emma	Dereham Centre.
Raymond, Walter	Collingwood.	Rusk, Elizabeth	Barkway.
Rees, Walter	Steeleton.	Sage, Verna	North London.
Reinhart, Aloysius	Mildmay.	Sells, Kathryn	Harrow.
Richardson, Robert	Hamilton.	Slay, Gladys	Sarnia.
Ross, Leslie	Asor, Sask.	Smith, Effie	Brantford.
Salter, Melville	Oshawa.	Spicknell, Letitia	London.
Sherman, Leonard	Taber, Alta.	Squair, Ethel	Williamstown.
Simmons, Walter	Copper Cliff.	Stearns, Sarah	Ottawa.
Smith, Joseph	London.	Stephenson, Muriel	Collingwood.
Steele, Frederick	Perth.	Stevens, Ethel	Peterborough.
Sutherland, Joseph	Sutherland, Sask.	Thompson, Gladys	Toronto.
Tomlinson, Roy	Saskatoon, Sask.	Thompson, Teresa	Hamilton.
Vance, Frank	Toronto.	Wilcox, Catharine	Toronto.
Vincent, Cecil	Crookston.	Woodcock, Gladys	Toronto.
Watson, Aitken	Maple.	Woodridge, Eleanor	Falmerston.
		Wright, Elsie	St. Catharines.

New Pupils at Opening of Session, 1911=12

Name	Residence	Name	Residence
Oswald Chapman	Rosseau.	Lloyd Shillington (re-admitted)	Blenheim.
Orval Damude (re-admitted)	Thorold.	Nettie Conybeare (re-admitted)	Innerkip.
William Eastman	Gelert.	Florence Davies	Toronto.
Leo Everts	Wittenberg, Alta.	Marjorie McAuley	Hamilton.
Walter Garlick (re-admitted)	Ottawa.	Emma Rooke (re-admitted)	Dereham Centre.
Norman McDonald (re-admitted)	Mitchell.	Gladys Woodcock (re-admitted)	Toronto.
Percy Piper	Niagara Falls.		
William Rigg	Weston.		

Pupils who Arrived in October

Name	Residence	Name	Residence
John Culver	Todmorden.	Winifred Cox (re-admitted)	Paris.
George Lee (re-admitted)	Epping.	Esther Davidovitz (re-admitted)	Hamilton.

Entertainments

On November 19th, 1910, Mr. E. Sweet brought his gramophone to the Institution, and, with the assistance of Mr. H. K. Jordan, gave a very fine programme of operatic music to the pupils.

Owing to an outbreak of measles, it was not deemed advisable to give the usual Christmas concert to the public, but a Christmas Tree entertainment, by and for the pupils, was held in the Music Hall on December 26th, when Walter Simmons, Blanche Kaufman, Walter Clarke, Marguerite Doherty, Walter Raymond, Gladys Bickerton, Roy Tomlinson, Amy Lammie, Susan Miller and Jean Chatelain played selections on the piano; Norah Heaphy, Gladys Bickerton, Blanche Kaufman, Norah Lansdowne, Mary O'Neill, Eva Duciaume, Letitia Spicknell and Isabel Elliott sang; and Irene Fox, Kathryn Sells, Nellie Catling, Elizabeth Ingram, Greta Lammie, Leonard Sherman and Harriet Hepburn contributed recitations. During the evening the Christmas Tree was stripped and presents were given to all the pupils.

The postponed Christmas Concert was held on January 26th, the following report of it appearing in the *Brantford Expositor* of the succeeding day:—

There was a large audience at the postponed Christmas Concert in the Music Hall of the Ontario Institution for the Blind last night, and the long and varied programme was presented with an effect which showed most careful preparation and attention to detail. On the musical side there were two piano quartettes. Giorza's "March" played by Byron Derbyshire, Walter Clarke, Glen Graham and Norman McDonald; Engelmann's "March" played by Harold Elnor, Chas. McBride, Clifford Patterson, and Lionel West; two duets, Rohm's "La Grace" by Geraldine McEwen and Harold Johnston, and Burgmueller's "Waltz" by Mary Cuneo and Jean Chatelain, and one organ selection, Hill's "March in G" by Jean Chatelain. All of these performers, from the youngest to the oldest, acquitted themselves admirably, keeping perfect time and showing the results of ample practice and thorough instruction. The choral class of almost 40 members, with a stronger representation of bass than usual, sang with good effect Callcott's "Mark the Merry Elves," and Knyvett's "Bells of St. Michael's Tower," also

Stark's "Echo Song" and Bridge's "In Sorrow and in Want," Mr. Andrews conducting and playing the accompaniments. The kindergarten class, composed of Misses Alma Brunsden, Winifred Cox, Alice Griffin, Evelyn Henrich, Elizabeth Ingram, Greta Lammie, Effie Smith and Gladys Woodcock, and Masters Herbert Black, Fred. Clisshold, James Cotter, Clarence Earle, Harold Green, Edward Kennedy, Aneile Murray, Melville Salter, Joseph Sutherland, Frank Vance, Cecil Vincent, and Harold Webb, led and accompanied by Miss Lee, sang Sherwood's "A little boy's walk in the Winter" and Gaynor's "Merry Christmas," the childish voices blending in a beautiful way. There were only two vocal solos. Emma Rooke sang Adam's "Bethlehem Star" and Isabel Elliott sang Handel's "He Shall Feed His Flock." Charles Duff playing the accompaniments. Both of these young ladies well sustained the reputation they had made in previous appearances. As is usual in the Christmas programmes at the Institution, the recitations were a prominent feature. These were numerous but short and lively and apparently were thoroughly enjoyed by the audience. Little Elizabeth Ingram, from Ottawa, with a doll in her arms almost as large as herself, described "A Young Mother's Perplexity" in finding a suitable name for the baby. Harold Webb, of Allandale, discoursed on "Why I am so Bad." Teresa Thompson, of Hamilton, told the affecting story of the "Clown's Baby" that was alive. Little Harold Green, of Winnipeg, threw his whole soul into "Santa Claus' Game." Amy Lammie, of Hensall, told about "The Tired Old Woman," whose ambition was to go where she could do nothing for ever and ever. Thomas Higgins, of Toronto, "remembered" "His First Pipe." Geraldine McEwen, of Radisson, Sask., was especially effective in the pretty story of "Somebody's Mother." Joseph Smith, of London, narrated "How I saw Santa Claus." Leslie Ross, of Unity, Sask., recited "Bill and Joe." Leonard Paul, of Haileybury, told about the wearied and discouraged teacher who in a dream foresaw the future achievements of his pupils. Harry White, of Toronto, discoursed on "Boys' Rights." Gladys Slay, of Sarnia, narrated "A railway adventure," and Orville Frayne, of Forest, told of "The fun of being a boy."

The closing concert of the session was held on June 19th, 1911, and was reported as follows in the Brantford papers:—

The pupils in attendance at the Ontario Institution for the Blind will go to their homes for the long summer vacation to-morrow. The closing concert was given in the Music Hall of the Institution last night, and as usual the hall was packed by an interested audience, including many ex-pupils, some of whom had come from points as distant as Ottawa and London. After a brief address of welcome and explanation from Principal Gardiner, the programme proper began with a selection on the pipe organ, Bach's "Fugue, G minor," played by Charles Duff, Associate of the Canadian Guild of Organists, whose excellent work with both organ and piano has given so much pleasure to Brantford audiences during the past few years. Mr. Duff also played several of the accompaniments and one piano solo, Moszkowski's "Valse, op. 34." Two younger pupils, Clifford Patterson, of Hamilton, and Jean Chatelain, of Ottawa, also performed on the organ, the former rendering Hill's "March in G," and the latter Batiste's "Offertoire in E flat." Both these lads give promise of great things in the future, and if they live and thrive the O. I. B. will maintain its long-sustained reputation for good organ work. On the piano, Catharine Curry, of Toronto, played Heller's "Tarentelle, A flat," with skill and accuracy. Eleanor Wooldridge, of Palmerston, contributed Leschetizky's "Two Larks," winning applause, and dainty little Ethel

McQuade, of Stratford, quite captured the audience with her two selections, Chopin's "Etude, op. 10, No. 5," and Liszt's "Liebestraume." This young lady has recently passed the third examination in piano at the Toronto College of Music. On the vocal side, Isabel Elliott, of Elkhorn, Manitoba, sang the "Lass with the Delicate Air," and Richard Henderson gave two solos, Rossini's "Pro Peccatis," and Phillips' "The King of the Vikings am I." The choral class sang very effectively "Joy with Roses," "Where are You Going, My Pretty Maid?" and "God Prosper Him—Our King," the audience standing while the last piece was sung. Before the close of the programme Principal Gardiner announced the names of those who had passed in the examinations recently conducted by Dr. Ham, of Toronto, and, assisted by Mr. Andrews, presented certificates to the following:—

Mr. Andrews' Pupils

Organ—Grade 1, Jean Chatelain, honours; Clifford Patterson, honours; final examination, Charles Duff, first class honours.

Voice Culture—Grade 1, Charles McBride, honours; Harry Yarocki, pass; grade 2, Isabel Elliott, pass; Letitia Spicknell, pass; grade 4, Catharine Curry, pass; final examination, Richard Henderson, honours.

Elementary Form—Grade 2, Chas. Duff, pass.

Piano—Grade 4, Catharine Curry, pass; Ethel McQuade, first class honours; Eleanor Wooldridge, pass; grade 5, Charles Duff, first class honours.

Miss Moore's Pupils

Piano—Grade 1, Doris Hawley, honours; Norah Heaphy, pass; Amy Lammie, pass; Mary O'Neill, pass; Gustavus Barton, honours; George Lee, pass; Leonard Paul, first class honours; Lionel West, honours; grade 2, Mary Cuneo, honours; Isabel Elliott, pass; Ethel Squair, pass; Harold Elnor, honours; Richard Henderson, pass; Albert Lott, pass; Charles McBride, pass; Walter Simmons, honours; grade 3, Clifford Patterson, honours; grade 4, Jean Chatelain, honours.

Harmony and Counterpoint—Grade 3, Esther Davidovitz, honours; Geraldine McEwen, honours; Harold Johnston, pass; Clifford Patterson, pass; grade 4, Mary Cuneo, pass; Eleanor Wooldridge, pass; Jean Chatelain, honours; grade 5, Charles Duff, honours.

Miss Harrington's Pupils

Piano—Grade 1, Blanche Kaufman, pass; Mary Marsh, honours; Susan Miller, pass; Muriel Stephenson, honours; Gladys Thompson, pass; Walter Clarke, honours; Harold Johnston, honours; Harry Yarocki, pass; grade 2, Esther Davidovitz, first class honours; Geraldine McEwen, first class honours; Sarah Stearns, pass; Byron Derbyshire, pass; Glen Graham, pass.

This extract from the Ophir correspondent of the *Bruce Mines Spectator* August 30th, 1911, shows that one of our ex-pupils, John Nicolson, is still doing good work as an entertainer:—

Despite the inclemency of the weather the large auditorium of the Rock Lake Church was comfortably seated on Monday evening, August 21st. The occasion was a concert given by Mr. John Nicolson, the popular blind tenor. Mr. Nicolson sang in a masterly manner and has a rich voice of sympathetic tone of sweetness. His upper register is remarkable, without sign of nasality. We are pleased to state the concert was a great success.

(From the Elkhorn, Manitoba, *Mercury*, Aug. 10th, 1911.)

Miss Belle Elliott's concert took place in the Methodist Church on Wednesday evening, August 2nd, and was attended by a large and appreciative audience. Miss Elliott is an old favourite with an Elkhorn audience, and her vocal and instrumental solos, recitations and readings in the past have been so excellent that criticism of the Wednesday concert is almost unnecessary. It was most enjoyable throughout, the selections "Ora Pro Nobis" and "A Flight of Ages" being especially well rendered. Her recitations and readings were given with expression and feeling, and there is no doubt that the promise of talent Miss Elliott showed in her first concerts is more than being fulfilled.

Richard Henderson (vocalist), Albert Lott (elocutionist), and Charles Duff (pianist) gave some entertainments together in Sineoe County, of which I have no particulars, except that they were financial successes.

Overbrook Convention

I attended the Eleventh Convention of the American Association of Workers for the Blind at Overbrook, Pennsylvania, June 20th-23rd, 1911. The meetings, which were held in the Pennsylvania Institution for the Instruction of the Blind, were largely attended, more than 300 delegates being present, of whom five were from Canada.

As our closing concert at the Ontario Institution was given on the evening of June 19th, I was unable to leave Brantford until the 1.41 a.m. train on the 20th, which reached Philadelphia about four o'clock in the afternoon. Thus I failed to see the exhibition of outdoor work by the pupils, but was in time to see them exercising in the swimming tank. At the picnic supper on the lawn I met many friends with whom I had become acquainted at previous conventions or in visits to the various Institutions in the United States.

At 7.45 in the evening an address of welcome to the delegates was given by Mr. John Cadwalader, President of the Board of Managers of the Pennsylvania Institution, to which Mr. Edward J. Nolan, President of the American Association of Workers for the Blind, responded appropriately. Two scenes from the "Merchant of Venice"—The Negotiation and The Court Scene—were given by pupils, properly costumed, in a manner which elicited warm applause. This was followed by an informal reception to the delegates, so arranged that everyone present had an opportunity to shake hands with every other one. Later came a promenade concert and dance, the pupils supplying the music.

The first business session of the Convention opened at 9.10 in the morning of Wednesday, June 21st. President Nolan in the chair. Topic: "Some recent experiments in the employment of the blind." Mr. Charles W. Holmes, of Boston, told what had been tried and accomplished by the Massachusetts Commission for the Blind, whose thorough work has been referred to in my former reports. Mrs. E. J. Barney, of Ohio, presented the record of the Dayton Association for the Blind, and Mr. Liborio Delfino reported for the Pennsylvania Institution, substantially as the new work is described in Superintendent Burritt's annual report:—

"With a view to extending the influence of the school, we have leased for a term of three years a large house, centrally located, at 200 South Thirteenth street. Here we have recently opened a 'Salesroom and Exchange.' As the Free Library of Philadelphia was about to move to its new quarters opposite the salesroom, it was suggested that it might be to the advantage of the blind if the

Library for the Blind and the new enterprise of the school could be conducted in the same building. Accordingly the Trustees of the Free Library have leased two large rooms on the ground floor, where the Library for the Blind is now located. At the front of one of these rooms there is an excellent display window. On the second floor is the salesroom. There are other rooms which can be used as workrooms as the need may arise. Through the medium of this 'Salesroom and Exchange' our purpose is to supply a need not met by any institution or organization for the blind in this city or state. The Pennsylvania Industrial Home for Blind Women, organized in 1868, is 'a home for blind women who, by their handiwork, aid in their own support.' The Pennsylvania Working Home for Blind Men, incorporated in 1874, 'furnishes employment to industrious blind men, who, as a class, are not admitted into the workshops of the seeing.' The Pennsylvania Home Teaching Society and Free Circulating Library for the Blind was established in 1882. 'with the object of sending teachers to the homes of the blind for the purpose of teaching them to read.' The Chapin Memorial Home for Aged Blind, incorporated in 1909, is 'a home for those of the blind who are beyond the age for work and in need of such comforts and attention as cannot be provided for them in any other way.' Through our salesroom, we aim to:—

"1. Display for sale articles made by the blind and samples from which orders can be taken.

"2. Solicit, receive and distribute orders for work for the blind, particularly chairs to be re-caned, rugs and carpets to be woven, and pianos to be tuned.

"3. Exhibit all kinds of appliances used by the blind, and, so far as feasible, supply them at cost to those who need them.

"4. Furnish information about the blind through the distribution of printed matter containing information about the school and its purpose, advice to the parents of blind children, occupations in which blind persons are known to be successfully engaged, and agencies that exist for the improvement of the condition of any of the blind.

"5. Provide a centrally located place for interviewing blind people and their friends, who continually come for advice to us as experts in matters blind.

"6. Keep a limited supply of raw materials to be furnished at cost to blind people—former pupils and others as well—who are constantly coming to us for beads, cane, hammock twine, and such other materials as they need in their home industries.

"7. Provide a room where work can be done by the blind as occasion may arise. Our emphasis is being constantly placed on the development of such work as can be done by blind people in their own homes; but occasionally our people do not have facilities in their homes for doing work they are capable of doing. By providing for them a room centrally located and easily accessible from all parts of the city by the expenditure in most cases of a single car fare, we can aid them by adding to their all too meagre earnings what can be saved in drayage on chairs to be caned, and in other similar ways.

"There is little new in this venture: for years the school has been doing all this, except to provide a salesroom and a workroom; but it is an effort to be of still greater service without adding unduly to the burdens of the management of the school. And I should not have recommended this expansion of our work had I not believed that in Mr. and Mrs. Delfino we should have two capable people who are unselfishly devoted to the interests of the blind. Only such should be associated with an enterprise like this."

Mr. James J. Dow, Superintendent of the Faribault, Minnesota, School for the Blind, under the heading of "Experiments," described his Summer School for Blind Men, of which his Board of Directors says in the Biennial Report:—

"Our Board desires to go on record as thanking Dr. Dow for his advanced stand in giving the adult blind free instruction at the summer school. This is the only summer school for the blind in the United States, and was only made possible by Dr. Dow's initiative, and by the fact that he gives over his summer vacation to his work gratuitously."

In his own report, Mr. Dow says: "The establishment of the Summer School for Blind Men four years ago is absolutely unique in the history of the training of the blind, and is believed to be an important step in the direction of aid and training for those who have lost sight too late in life to enjoy the advantages of schools for blind youth. The much-discussed question of working homes for the adult blind has, as yet, failed to secure the approval of any considerable number of the states, because of the practical difficulties involved, and of the questionable results secured. The Summer School presents none of these problems, and does its valuable work regardless of them. Of its inception, one of the oldest and most intelligent educators of the blind wrote: 'It is one of the most valuable suggestions that has been submitted to the profession in my personal knowledge of the work among the blind. If it succeeds, as it can scarcely fail to do, it will go far toward helping the institutions of the country to meet their great responsibilities.' It is not to be understood that this work presents no difficulties. The organization of the work so that the entire field of effort of the regular school in all its departments should be available, so far as it is possible to make use of them, during the summer vacation of the regular school, presented problems of securing adequate instruction and supervision that were not easy to meet, and had it not been for the self-sacrificing spirit of instructors and trainers, it might have been difficult to meet the conditions satisfactorily. It is doubtless because of these difficulties, rather than because of the lack of appreciation of the idea, that it has not as yet been elsewhere adopted."

The second topic in the morning session was: "Is there need for expert sighted supervision in the home industries of the blind?" Papers by Mrs. Cora Gleason, Mass., and Miss D. Fiske Rogers, New York, were presented. Third topic: "What should be the qualifications, aims and methods of the 'home teacher?'"—Miss Lydia V. Hayes, New Jersey, and Miss Eunice French, Rhode Island.

The last-named speaker having emphasized the idea that blind teachers were best adapted for home teaching work, I secured the floor and remarked that I had very definite opinions about a blind person being able to do anything better than that same person could do the same thing with sight, but passing over that point I would call attention to the fact that, in a large state or province, it might often be inconvenient and unduly expensive to send either a blind or a sighted teacher to give instruction at the home of a blind adult. The chief difficulty in teaching such a person, deprived of sight by accident or disease after reaching maturity, to read point, in the absence of a skilled teacher, was that no sighted friend or relative would spend the time and labour necessary to learn the system for the purpose of teaching it. I then described and displayed to the convention the simplified alphabet cards in raised point and ink type mentioned on page 203 of my report for 1910, by the use of which any sighted person who can read ordinary type can without previous study teach a blind person to read the raised



Convention of Workers for the Blind, Overbrook, Pa., June, 1911

point, and I offered to send these cards to any delegate who might apply for them. Before the close of the convention I had several pages of addresses in my note book, and on my return to Brautford I sent by mail some hundreds of these cards to applicants in the United States.

The fourth topic of this session was "Prison labour and the labour of the blind," by Dr. E. Stagg Whitin, New York.

During the recess a photograph of the Convention was taken, a reproduction of which appears on another page. In the afternoon the delegates visited the Pennsylvania Working Home for Blind Men, the Pennsylvania Industrial Home for Blind Women and the Chapin Memorial Home for Aged Blind. The first is a well-appointed broom factory; at the others knitting and various forms of fancy work were done.

At the evening session, Mr. E. M. Van Cleve, First Vice-President, occupied the chair, the first topic being "Work for the blind in Russia." The paper had been prepared by Jacques Kolonbovsky, Director of Empress Mary Society for Promoting the Welfare of the Blind in Russia, who addressed the Convention briefly in English, and asked Mr. C. F. F. Campbell, of Pittsburg, to read the paper, which proved both interesting and surprising, showing as it did the great accomplishments on behalf of the blind in Russia, particularly in the line of prevention.

Miss Etta J. Giffin, of the Congressional Library, Washington, D.C., gave a report of the International Congress on the Blind held at Cairo, Egypt, in February, 1911.

The third topic was "Prevention of blindness and conservation of vision," presented by Samuel E. Eliot, of New York.

After an intermission, the delegates assembled at five round tables, the topics being:—

(1) "Some of the problems that confront the managers of shops, working homes, etc.—(a) boarding of the workmen, (b) lunch-rooms and smoke-rooms, (c) accident and sick benefit fund, (d) salesrooms." Leader, R. E. Colby, Connecticut; A. M. Shotwell, Michigan; George W. Connor, Maryland.

(2) "Homes for the Blind." Leader, Mrs. John Bunting, Penn.; Mrs. Elwyn H. Fowler, Massachusetts.

(3) "Printers' Problems." Leader, Walter G. Holmes, N.Y.; Arthur Jewell, Illinois.

(4) "An experience meeting for field workers and home teachers." Leader, George W. Jones, Illinois; Miss Virginia Kelly, Maryland.

(5) "How can workers for the blind be of greatest assistance to those who are endeavouring to follow professional or business careers?"—(a) graduates of schools for the blind, (b) those who become blind in adult life. Leader, William L. Scanlin, New York; Benjamin Berenstein, N.Y.; W. C. Sherlock, Maryland; Fred. Bolotin, Illinois.

I attended round table number three, where "Printers' problems" were the subject of discussion. Considerable time was devoted to the question of capitals in point-print—whether the four-point capital used in the New York point system should be replaced by some sort of a sign preceding the small letter to denote that it is to be considered a capital. I showed specimens of the point books and cards made in the Ontario Institution, describing the apparatus used, the blanket, the thorough wetting of the paper, so that the points would never pierce through it, etc. The discussion was of a conversational character, with many questions and answers.

The session on Thursday morning was presided over by Mr. E. P. Morford, of Brooklyn, N.Y., the following topics being discussed:—

(1) "What should be the training of those pupils who show no ability to follow successfully a higher educational or musical career, and at what age should such training be begun?" Leader, George F. Oliphant, Georgia; Clarence E. Holmes, Michigan. Mr. Oliphant's paper was particularly good; Mr. Holmes delivered a short extemporaneous address.

(2) "How can our girls be trained to be more useful in their homes?" Miss Adelia M. Hoyt, Iowa (paper read by Mrs. George B. Eaton); Mrs. Gertrude Pyle, Western Pennsylvania.

(3) "How can our schools contribute more toward the success of our pupils through improvement in their personal appearance, manners and deportment?" Miss Florence E. Stowe, Mass.; Miss M. Ada Turner, Wisconsin.

In the afternoon the delegates visited the recently opened "Salesroom and Exchange" of the Pennsylvania Institution, the libraries for the blind in the city, and places of historical interest. Among the latter were several connected with incidents of the revolutionary war, the events preceding it, and the first Continental Congress. This was the day of the Coronation of King George V., and, after singing "America," the delegates sang the first verse of "God Save the King," in compliment to the Canadians present.

At the evening session of the Convention, Mr. Robert B. Irwin, of Ohio, presiding, the topics were: (1) "A social worker's observations regarding work for the blind," Miss Lucy Wright, Mass.

(2) "Church work for and by the blind," John Thomson, Penn.

(3) "Methods of obtaining full attendance at the Halifax School for the Blind." The last paper was contributed by Mr. C. F. Fraser, but in his absence it was read by a friend.

After intermission, the round tables were formed. Topics: (1) "Some other problems that confront managers of shops, working homes, etc—(a) are the best interests of the blind advanced or retarded by the introduction of seeing labour into the shop? (b) augmentation of wages, (c) co-operation in the purchase of raw materials." Leader, George W. Hunt, Penn.; Oscar Kuestermann, Wisconsin; William Sheehan, N.Y.

(2) Pensions as a means of aiding the blind." Leader, W. G. Argo, Colorado; Dr. Louis Stricker, Ohio.

(3) "Some of the problems of the physical instructor in the school for the blind." Leader, C. A. Hamilton, New York; Miss Mary E. Sawyer, Mass.

(4) "How can the education of the blind in our special schools and in the public schools be co-ordinated for the greatest advantage of the pupils?" Leader, John F. Bledsoe, Maryland; Miss Gertrude E. Bingham, New York.

I attended the round table on shops, and after Mr. Kuestermann had explained the working of his willow shop in Milwaukee, which I visited several years ago, I questioned him, as an expert, on several matters connected with the manufacture of baskets, etc. In our shop at Brantford the teacher has got better results from boiling the willow, instead of steaming it, preparatory to peeling. Mr. Kuestermann prefers the sap-peeling, and as he cannot get the willow for the purpose grown in the United States, he imports his supplies from Europe. Most of the time at this round table was devoted to the broom trade.

At the Friday morning session, Mr. George S. Wilson, Superintendent of the Institution for the Blind at Indianapolis, presiding, the first topic was:

"What scale of type, contractions, size of page, number of pages per volume, kind of binding, and general style of book is most acceptable to those who read with their fingers?" Miss Mary C. Chamberlain, of the New York State Library; Miss Lucy Goldthwaite, New York City Library, and Miss Jessie Wells, Carnegie Library, Pittsburgh.

In speaking to this subject, I advised the use of large type (say double pica or 24-point) for school books and cards intended for use in learning to read, and smaller type for miscellaneous reading. The spacing between words should be wide and distinct, seldom less than an en-quadré. Thin-spacing that would be quite within the rule for sight-reading was puzzling to those who read by touch. I had found in consultation with many blind readers that they preferred books with all the words spelled out, though they liked the contractions for stylus writing. The large book, four or five inches thick, and 12 x 12 in the other dimensions, was an awkward thing to handle, and in my opinion it was better to make more and smaller volumes, even at the cost of additional expense in binding. In school work a set of small books, bound inexpensively with the McGill fastener and press-board, was best, especially for the smaller children. Good ledger paper should be used.

The next item of business was the report of the Uniform Type Committee, which I was asked to read to the Convention. For many years there has been a controversy, not always good-natured, between the admirers of New York point and the admirers of American Braille, but in the course of time it was seen that violent attacks from either side did not tend to convert the partisans of the other side, though all agreed that it was desirable to have only one kind of type for the blind. Finally, a committee was appointed, with each type represented by five members, and this committee's report was by far the best that had ever been presented. To illustrate to the sighted delegates the trouble arising from the use of differing alphabets, Mr. C. F. F. Campbell used a blackboard on which was written the sentence, "What is to be done?" He pointed out that the characters which stand for "is" in New York point must be translated "to" in American Braille and "be" in English Braille. This is very confusing to a person who tries to learn and use all the systems. The committee recommended a continuation of its work, and a considerable sum of money was raised to meet future expenses.

On Friday afternoon there was a business session, at which officers of the Association were elected. The Convention was most successful in attendance and interest, and all present voted their thanks to Mr. and Mrs. Burritt for the excellent arrangements.

In company with quite a large party of delegates I went to New York on Friday night, and the next day visited the Blind Department of the New York Public Library, where Miss Goldthwaite showed us the collection of books and explained the arrangements for their distribution. In the afternoon, I called at the offices of the *Matilda Ziegler Magazine*, by appointment with Mr. Holmes, the manager, and made a note of the fixtures and methods of preparation of the books. During the next week I visited the Brooklyn Industrial Home for the Blind, where broom-making and cane-seating are done, under the superintendence of Mr. E. P. Morford. Accompanied by Mr. Morford I spent a forenoon at the Sunshine Home for Blind Babies in Bensonhurst, and a most profitable evening at the Blind Men's Club, in the building of the New York Association for the Blind, 59th street, New York. One afternoon I spent with Mr. Wait, at the New York School for the Blind on 34th street, where, among other things, I was shown

a newly invented press for printing tactile characters on both sides of the paper. Mr. Wait has been fifty-two years in the work for the blind, and he is a mine of information on every phase of the subject. I found him engaged in drafting a plan for new buildings to be erected for the school outside the city, the encroachment of business and traffic having rendered the present premises undesirable.

Exeter (England) Convention

(From the *Brantford Expositor*, Oct. 14th, 1911.)

Mr. Andrews, it will be remembered, was sent by the Department of Education of the Ontario Government to attend the Conference held at Exeter, England, last July, in the interests of the musical education to the blind, the musical profession being acknowledged the most successful means of the blind earning a livelihood. The Exeter Conference was the most important that has yet been held upon questions affecting the blind. The delegates attending from various parts of the world numbered about 300, and of these three came from Sweden, five from Germany, one from Portugal, one a State councillor from Russia, one from Switzerland, one from Austria, five from the United States, one from Japan (The Director of Blind Education in Japan), one from Canada, and one from Cape Colony.

The Conference lasted one full week. The paper on music was most exhaustive, touching upon every phase of musical education and its commercial value to the blind.

"Every word of it I endorsed," said Mr. Andrews, "and it also endorsed every word of a report I wrote concerning the musical education of the blind, some few years since.

"The suggestions made in my address met with the strongest approval, and I am pleased to say that in some very important points our work in the musical department of the O. I. B. is superior to that of the Old Land; in fact, with but very little expenditure and necessary organization, Ontario would be doing more for the musical blind than any other country."

The following are extracts from Mr. Andrews' address:—

Now, about examinations, I may say that in England you have a very satisfactory system and high standard of musical examinations, such as those of Trinity College, the Royal Academy and College of Music, etc. I wish we had similar conditions in Canada.

For the Ontario Institution for the Blind we have drawn up a thoroughly graded course, based principally upon the examinations demanded by the Incorporated society of Musicians here in England. The Department of Education of the Ontario Government appointed an examiner each year to examine pupils in music. The Department pay all fees, and successful candidates receive testimonials signed by the examiner, musical director, and principal of the institution. These examinations lead up to the higher examinations of the University.

I heartily congratulate you on the number of blind students passing the examinations of the Royal College of Organists. Some few years ago many of us had hoped, and I believe Sir Frederick Bridge had advocated, the Royal College of Organists extending their examinations to Canada. For some reason it was not done. A Canadian Guild of Organists has now been formed, taking for its model the R. C. O. The Governor-General, Earl Grey, and Sir Frederick Bridge, are two of our patrons. I might say here that I was appointed with two others to make out the curriculum. I suggested that a clause, similar to that of the

R. C. O., should be inserted respecting the examination of blind students. I met with strong opposition, some of the council contending that the blind would not take the examinations. After some discussion I succeeded in carrying my point, and you may imagine my pride, Mr. Chairman, when I was informed that the first successful candidate for the C. G. O. examination was a blind boy from our Ontario Institution.

Mr. Warrilow touched upon the matter of "ear training," and I wish to most emphatically endorse him in this essential part of a musical education.

As to staff notation, it is my opinion that every blind student intending to become a teacher should have a thorough knowledge of staff notation.

At the Brantford Conservatory of Music we had a kindergarten system of teaching the notes, marks of expression, etc., by wooden characters. These I passed around the "choral class" and explained their meaning. The pupils were simply delighted with the idea and remarked: "This is splendid, and just what we need." We have now a board grooved with the ten lines representing our "stave," and all the music characters in metal, and by this means our blind students receive a thorough knowledge of staff notation, which is of the greatest importance to the blind teacher.

There are two ways of helping the blind teacher, which appeal to me, and I know that others who have had years of experience agree with my views.

First—Some experienced official could visit the young teacher when starting out in life, and give assistance, by saying a few words of commendation at a recital given by the teacher for the purpose of introduction to the community.

In the second place an annual convention of blind teachers should be held at some central point, when matters of interest touching their particular teaching work could be discussed.

Lectures, piano, organ and vocal recitals could also be given and all this would inspire them with renewed energy and confidence and they would return to their work full of enthusiasm.

As regards "piano tuners" I learn you demand a high standard of examination in England, and that they must hold a certificate before receiving recognition. The manner in which the Royal Normal College for the Blind conducts this department is well worthy of our imitating in Ontario.

By what I can understand you have difficulty in supplying the blind organist with a necessary "tune book" for his particular church or chapel. At the Ontario Institution for the Blind, we have a printing press and music type, and have had printed books of music containing, not all the tunes of any denominational book, but those tunes most commonly used.

You have no doubt noticed by my remarks that while we acknowledge the elevating and refining influence of music, we have also kept in view its commercial value to the blind, recognizing that music is an art that will help the blind to help themselves in securing a livelihood.

Miscellaneous

There were eight girls and thirteen boys in the kindergarten during the session, who, in addition to the special Kindergarten exercises, took preparatory work in reading, spelling, Scripture, arithmetic, geography, elocution and singing. Many of them go into the class in bead-work, as soon as they can use their hands, and others of the older pupils become fascinated with bead work and spend



Sewing Room, O.I.B.

some of their spare time in the making of fancy articles. Thirty-six girls and twenty-one boys in the bead-work classes made 849 articles, of which 83 were displayed at the Toronto Exhibition. In the knitting classes 44 girls were employed, and in crocheting 9. Thirty-five received instruction in hand sewing, 27 in machine sewing and 22 in darning. In the willow shop, eleven were employed, and at the beginning of the current session the number was considerably increased. Thirteen boys were taught to make hammocks and eleven took turns in the Sloyd shop. The products of these several industries were displayed at the Toronto Exhibition, with Miss Coustaneer Roberts in charge of the collection. Books and cards in point print and printed information about the work of the school were distributed.

It has seemed necessary to excuse a good many pupils from the regular work in the gymnasium, on account of other engagements in the shops, the tuning rooms, the practice rooms and the Normal class interfering with the hours allotted to gymnastic work. This has reduced the size of the classes, but pupils so excused are encouraged to take exercise out of doors as well as to use the gymnasium apparatus privately. The annual field day was observed on June 9th, with the following events, prizes being awarded to the winners on the succeeding Tuesday evening:

Fifty yards race, girls under 12 years—1. Evelyn Henrich; 2. Alma Brunsden.

Half-mile handicap—1. Leonard Sherman; 2. William O'Keefe.

Skiping contest—1. E. Henrich; 2. Mary Cuneo.

Fifty yards race, boys under ten—1. Melville Salter; 2. Cecil Vincent.

Fifty yards race, boys under 12—1. Ion Grills; 2. L. Sherman.

One hundred yards race, girls under 15—1. Susan Miller; 2. Teresa Thompson.

Putting the shot—1. Gustavus Barton; 2. Charles McBride.

Three-legged race—1. Orville Frayne and Walter Rees; 2. Wm. O'Keefe and Lionel West.

One hundred yards race, boys over 15—1. Fred. Price; 2. Orville Frayne.

One hundred yards race, boys under 15—1. Sparling Beach; 2. Fred. Steele.

One hundred yards race, girls over 15—1. Doris Hawley; 2. Mildred Miles.

Standing jump, boys under 15—1. Thomas Higgins; 2. Fred. Steele.

Standing jump, boys over 15—1. Valmore Landriau; 2. Gustavus Barton.

Two miles run, handicap—1. William O'Keefe; 2. Wilbert Clemmctt;
3. Orville Frayne.

The races of 100 yards and under were run with the use of wire guards.

A place has been prepared below the old pumping house for an outdoor skating rink, and pipes laid to flood it when the hard frost comes. Should new dormitories be erected, as has been suggested by the Department of Public Works, it may be practicable to include a swimming tank in the basement. The one I saw at the Pennsylvania school was much appreciated by the blind boys.

The usual repairs, including plastering, painting, kalsomining, etc., were made in the main building during the summer vacation: needed changes were made in the electric wiring, and the musical instruments were thoroughly overhauled by an expert. A high wire fence was erected around the orchard and kitchen garden, and the centre walk was raised through the lowest part of the grounds. The clusters of spruce trees in the foreground were trimmed up to seven feet from the ground, not to improve their appearance, but to prevent their use as hiding and loafing places by rude boys and men from town.

PHYSICIAN'S REPORT

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to forward my annual report for the year ending October 31st, 1911.

The health of officers and pupils during the year was hardly up to the average. Early in December we had an outbreak of mumps which necessitated the engaging of a trained nurse to take charge of a considerable number of pupils who became infected. Hardly had the epidemic of mumps cleared up when measles became epidemic and the isolation process had to be repeated. All the patients, however, did well and made good recoveries.

During the session an unusual number of officers and employees were incapacitated, for short periods, with temporary illnesses, which all ended favourably.

In September, 1911, all returned in good health, and with few exceptions have continued well to date.

I have the honour to be,

Sir,

Your obedient servant,

J. A. MARQUIS.

Brantford, Nov. 1st, 1911.

OCULIST'S REPORT

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

Sir,—Herewith I beg to submit my report on the condition of the pupils' eyes.

Pupils examined—

Boys	new 11,	.....old 30,
Girls.....	" 4,	....." 23,

Condition of sight—

Pupils absolutely blind	3
Pupils with perception of light only	6
Pupils able to count fingers or distinguish large letters.....	6

Considering the individual eyes—

Eyes removed	5
Eyes to consider in the fifteen new pupils	25
Eyes absolutely blind	7
Eyes with perception of light only	8
Eyes able to count fingers or distinguish large letters	10

One boy included in this classification, when fitted with proper glasses, was found to have good sight, rendering him ineligible to the Institution and he was accordingly retired.

The diseases causing blindness were—

Injuries	3
Ophthalmia Neonatorum (besides one doubtful).....	3
Myopia and its sequelae	3
Optic Atrophy	1

Keratitis	1
Hypermetropia, (ineligible)	1
Microphthalmus	1
Doubtful, degenerated eyes with no history	2

It will be seen from the above classification that as usual cases of "preventable blindness" are responsible for the presenee of a large proportion of the new pupils, six, possibly seven, out of the fifteen, or fourteen rather, as one examined was found not to be blind. approximately fifty per cent.

In speaking of preventable blindness we usually think of Ophthalmia Neonatorum, but technically Injuries also come under this class.

The injuries were all to boys, two gunshot wounds, one at the age of eight, the other sixteen, each with one eye removed and the other eye only able to distinguish light from darkness. The third injury resulted from a knife at the age of three and a half; that eye was removed and the other is able to perceive light, Sympathetic Ophthalmia having compassed its destruction. Of course we have not the histories of these accedents but it does seem as if they must have been preventable.

Of the six eyes affected by Ophthalmia Neonatorum, two are absolutely blind, three pereeive light. and one can count fingers at a distance of twelve feet, which illustrates the usual very bad effect this disease has on the sight. If all Obstetricians would not be content to use some preventive measure in those cases only where they have reason to suspect infection may take place, but, as is their duty, would make it a routine practice to treat the eyes of every new-born babe after the method of Crede, or some modification of it, such as the substitution of a 25 to 50 per cent. solution of Argyrol for the Nitrate of Silver, about one-fifth of all blindness would be prevented.

No special comment need be made on the other cases except to say that the sight of most of them is very bad, and the age of entranee is rather satisfactory, most of them coming in between the ages of eight and eleven.

Of the former pupils examined some changes in the condition of their sight were found, a few showed a slight depreciation, but most were more favourable, some to the extent of being able to count fingers at double the distanee they could two years ago, and where a person's sight is limited to the ability to count fingers the doubling of that ability means a good deal of increased capacity although they may yet have very defieient sight.

A few cases needed treatment during the year but nothing of a serious nature and all resulted satisfactorily. Two were treated surgically with gratifying improvement in the condition of their eyes.

Respectfully submitted,

B. C. BELL.

Brantford, November 1st, 1911.

LITERARY EXAMINER'S REPORT

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to submit my report upon the literary work done at the Ontario Institution for the Education of the Blind. for the academic year now closing. The examination was conducted on June 13, 14, 15 and 16. The following is a detailed statement:

Mr Wickens' Classes

Bible History.—The limit covers the First and Second Books of Samuel, with a detailed study of the lives of Samuel, Saul and David. There are 24 pupils in this class and the marks ranged from 0 to 100, with an average of 93 per cent.

Spelling.—The limit in this class is Grade 7 of the Ontario Public School Speller. Twenty pupils formed the class and the marks ranged from 67 to 100, the average being 93.

Geography.—A class of 14 pupils was tested on Europe, its countries, people and products. The marks ranged from 0 to 100, the average being 68 per cent.

Physiology.—The limit in this subject consists of a general review and special attention to food and its digestion. Sixteen pupils were examined, the marks ranged from 0 to 100, with an average of 84.

Arithmetic.—A class of pupils, twenty in number, examined upon ten questions involving fractions obtained marks ranging from 20 to 100, the average being 83. The work of this class convinces me that pupils who are able to see put too much stress upon the use of pencil and paper.

Reading.—The pupils of this class read from the Third Reader of the Ontario Public School course. The articulation and expression were good, and a number of questions put to the pupils convinced me that they grasped the meaning of the selections read. The average mark obtained by a class of 17 was 94.

Latin.—This class consists of seven pupils, who were examined on declension of nouns and adjectives, comparison of adjectives; verbs, their principal parts and tenses: the translation of short sentences and some portions of Caesar. The marks ranged from 83 to 100, the average being 93.

Mr Roney's Classes

Arithmetic.—This class of 19 was given a number of problems in addition, subtraction and multiplication. The marks varied from 17 to 100, the average being 63. This class contains many small pupils and some who are putting in their first term at the Institution.

Geography.—A class of twenty pupils was questioned on Canada with particular reference to its resources, industries, highways, exports, imports, trade, etc. The marks ran from 35 to 100, with an average of 83.

Physiology.—The limit in this class covers Digestion, Respiration and the Circulation of the Blood. There are 18 pupils in the class and the marks were from 0 to 100, with an average of 77.

Reading.—This class uses the Ontario Public School Primer and First Reader. Of the 12 pupils in this class, many read well; others who were recent arrivals at the Institution did not do as well. The marks ranged from 60 to 100, with an average of 81.

Grammar.—This class of 19 pupils had covered Part I. of the Ontario Public School Grammar and had made good progress. The minimum mark was 0, the maximum 100 and the average 92.

Writing.—The method of teaching writing necessarily produces considerable uniformity. The writing was very creditable indeed, the marks ranged from 70 to 95, the average being 82.

Physical Culture.—A large class of girls was given a number of exercises with dumb-bells, clubs and wands. The movements were executed with accuracy and precision. The class enjoyed the physical exercises. The manner in which

these blind girls arrange themselves for their exercises is quite as good as that in many schools where pupils have sight.

Miss Kavanagh's Classes

Bible History.—This class contains 13 pupils who had studied the first three ages of the Old Testament. The marks ranged from 0 to 100, with an average of 89.

Spelling.—The limit for this class is Grade II of the Ontario Public School Speller. There are 20 pupils in the class and all spell well. The lowest mark given was 83, the highest 100, and the average was 97.

Arithmetic.—I gave this class of 12 pupils ten questions on the application of percentage in problems and the results were very gratifying. The marks ranged from 10 to 100, the average being 80.

Geography.—This class of 23 pupils has simple definitions, the lakes and counties of Ontario, and the towns and villages of the county from which the pupil comes as a limit. The pupils are mostly young, but did well in the test. The marks ranged from 17 to 100, the average being 94.

Reading.—This class of 18 pupils read selections from the Ontario Public School Second Reader. Although many of these pupils are young, they put considerable expression in their reading and speak distinctly. The marks run from 75 to 95, the average being 83.

Grammar.—This class covers the parts of speech, inflections and parsing. Reasonable progress has been made. The marks ranged from 22 to 100, the average being 80. There are 19 pupils in the class.

Writing.—This class of 18 pupils is taught the small letters, figures and punctuation marks. Some members of this class are making their first effort at writing this year. The marks ran from 45 to 100, the average being 85.

Object Lessons.—Twenty-two pupils take this work. Among the objects studied are salt, tea, butter, cheese, coffee, pepper, wool, cotton, silk. Birds commonly found in Ontario. Brief sketches of "People of Other Lands." Judging from the answers received it would appear that considerable stress is laid on information relating to these objects. The class did very well, as the marks ranged from 33 to 100, with an average of 77.

Miss Rae's Classes

Bible History.—This class of 21 girls showed a good knowledge of the Book of Job, which forms the limit of work. The marks ranged from 0 to 100, with an average of 91.

Spelling.—This class of 26 pupils has as a limit Grade 8 of the Ontario Public School Speller. The accuracy with which all pupils spell is noticeable and this class was no exception, the marks ranging from 75 to 100, with an average of 89.

Arithmetic.—In this class are 18 pupils who cover multiplication tables to 20 times 20; weights and measures; problems based on simple and compound rules; bills; sharing; aggregates and averages; L. C. M. and G. C. M. The marks ran from 41 to 100, the average being 66.

Geography.—There are eight pupils in this class and the limit includes the map geography and products of the United States and of South America. Several questions to each pupil gave results from 0 to 80 per cent., the average being 54.

Physiology.—The limit for this class includes the skin, the bones, digestion, circulation, respiration and the nervous system. Eight pupils were examined and made marks from 35 to 100, with an average of 74.

Literature.—The work in Literature comprises the study of selections from the first 195 pages of the Ontario Public School Fourth Reader, and of *The Merchant of Venice*. Good work has evidently been done in this important subject, as evidenced by the marks which run from 0 to 100, with an average of 83.

Composition.—The work in composition with this class during the past year was largely the reproduction of stories which had been read to the class, most of which were of a descriptive or an historical nature. Time not permitting me to have specimens written during class hour, I obtained from the teacher some work from each pupil, which I took with me and read at my leisure. These were certainly an interesting lot, some being written on the grooved card with a lead pencil, some written in the ordinary manner with a lead pencil, some written on the typewriter, and one—by a pupil with a little sight—in ink. As a class, they do well in composition, and I was pleased to know that this important subject is not neglected.

Grammar.—This class of 14 pupils had given considerable attention to the history of the English language and analysis and parsing. The marks ranged from 33 to 100, the average being 65.

Writing.—As in other classes, the writing was uniformly well done. Lowest mark 60, highest 100, average 78.

British History.—In this subject the class of 32 pupils covers eleven chapters of Justin McCarthy's "A Short History of Our Own Times." This class was not as uniform as many others, the marks ranging from 0 to 100, with an average of 58.

Canadian History.—The limit in this class includes a brief history of Canada, with special emphasis on "How We are Governed." This class is a large one, including 31 pupils, but has made very good progress. The marks run from 0 to 100, with an average of 73.

Miss Lee's Classes

Miss Lee still continues to do a variety of work including the Kindergarten, the Domestic Science and work in the primary grades.

Bible History.—The limit in this class includes the first part of the Book of Genesis, the Ten Commandments, the Beatitudes, the names of the Books in the Bible, the memorization of Psalms i, xix, xxiii, exvii, and cxxi. This class was exceptionally well up, sixteen of the seventeen in class answering all questions correctly. The seventeenth boy received 75 per cent.

Spelling.—This class, as did the others, upheld the high standard of excellence in spelling in the Institution. The lowest mark was 50, the highest 100, the average 96. There are 18 pupils in the class.

Arithmetic.—This class has the addition tables from 1 to 13, simple subtraction, multiplication tables to 5 times 20 and simple problems. There are fifteen pupils in the class and all did well except one. The marks run from 0 to 100, with an average of 76.

Domestic Science.—Six girls do this work. The accommodation is limited for even this small number of pupils. The constant supervision which the teacher must give would not enable her to take many pupils at a time. During my visit to this class the girls made coffee and a currant pie, to the excellence of both of

which I am pleased to bear testimony. The number of pupils ready to take this important work limits the course to one year.

Reading.—The reading with this elementary class of 17 pupils, many of whom are beginners, was good. The marks range from 50 to 100, with an average of 87.

Kindergarten.—Practically all the work of a regular Kindergarten is taken up here. I saw pupils doing pasting, sewing perforated cards, stringing cylinders and cubes, stringing straws and circular discs, lacing, folding, weaving, etc. Others were working with plasticene and others with the fifth gift. This is good work for the children, as they learn a great deal of detail, also to observe very accurately. The blind children produce in plasticene more accurate reproductions of objects than they have handled than seeing children do from those which they have handled.

Miss Haycock's Classes

Bible History.—This class of 14 girls studies the first eleven chapters of St. Luke, the Commandments, the Beatitudes, the Song of the Angels, the Song of Mary, the Song of Zacharias, the Song of Simeon, and the names of the Apostles of our Lord. Only one girl failed to make 100 per cent., and she obtained 50 per cent.

Spelling.—This class of 14 pupils covers Grades I and II of the Ontario Public School Speller. The results were very satisfactory, the percentages running from 50 to 100, with an average of 90.

Miscellaneous

Knitting and Crocheting.—In the first of these departments Miss Haycock gives instruction to 44 girls, and in the second to 9 girls. The work includes practically all stitches known to the art, and the articles made are numerous, including, among others, shawls, fascinators, table mats, slippers, jackets, tea cosies, laces, etc. Many girls make considerable pocket money from this source.

Hand and Machine Sewing.—This work is under the direction of Miss Cooper, who gives instruction in sewing to 36 girls and in darning to 22 girls. Among the numerous products of this class I saw aprons, drawers, pillow shams, night-gowns, corset-covers, and towels. The hemming, basting and stitching were very skilfully done in almost every case. I was very much interested in watching the girls making a dress and a waist in which insertion was being set. Some of the darning was very cleverly done.

Bead Work.—Miss Cronk directs this work, with the assistance of a pupil teacher, Miss Hepburn. The class of 57 pupils includes both boys and girls. As the work of the term was practically closed, only a few pupils were at work, completing articles which they intended taking home with them. Much of the work of the term was on exhibit and included a variety of objects such as glove boxes, handkerchief boxes, vases, a buggy, baskets, pitchers, boats, trays, match scratchers, napkin rings, candlesticks, etc. Nearly all members of the class were preparing to take home some beads with which they would occupy a part of the holiday that might otherwise prove lonely. From a financial point of view this work is of comparatively little value to the pupils.

Physical Culture.—This work is under the direction of Mr. Green, who does it well. The gymnasium is not used as much in the summer, when the boys are able to get out, as in the winter. For this reason the boys were not in as good form



Making Rope from Binder Twine, O.I.B.

as they would be in the winter; still, they gave a splendid exhibition of a variety of exercises on the ladder, the horse and the parallel bars.

Sloyd and Netting.—In the first of these departments Mr. Lambden gives instruction to 11 boys and in the second to 13 boys. The accommodations for this work are splendid, and good results should be secured. As the term is ended much of the work has been taken away, the boys having disposed of it. Some pocket money is secured from this work, but the time and cost of material prevent the boys competing successfully with machine-made goods.

Willow Work, Cane Work and Rope-making.—Mr. Donkin gives instruction to a number of boys in this work. This work is one in which an industrious blind boy can make a very good living and render himself independent of assistance. The articles made are superior to much that is on the market and find a ready sale. I was pleased to know that Mr. Donkin does not forget his pupils after they leave the Institution. He informs me that he intends spending the summer in teaching ex-pupils and other blind people the use of his form and his revolving table, which will no doubt be of much benefit to them. Among the articles which the boys had made, I saw root, paper, lunch, clothes, delivery and fish baskets, willow trucks, arm chairs, sewing tables, hampers, jardiniere stands and stools of various kinds. Some pupils were engaged in making ropes and others in seating chairs with cane.

Notes and Suggestions

(1) I was pleased to see that the printer at the Institution had added more of the books authorized by your Department to the library and class-rooms.

(2) It will readily be understood that the method of conducting the examination at the Institution is not in all cases fair to the pupils. The fact that it must be largely oral, and hence limited to a few questions to each pupil, does not give all pupils an opportunity to answer all questions. This sometimes results in a pupil getting no marks, or only a limited number, when he might answer perfectly the questions that had been asked another pupil.

(3) A reading-room is needed very badly for the pupils.

(4) It would be well to have an occasional inspection during the term rather than at the close.

All the foregoing is respectfully submitted.

E. E. C. KILMER, B.A.,

Inspector Brantford City Schools, Examiner.

Brantford, June 19th, 1911.

REPORT ON MUSICAL INSTRUCTION

HON. R. A. PYNE, M.D., LL.D., *Minister of Education:*

SIR.—I have the honour to forward my report on the Music Department of the Ontario Institution for the Education of the Blind, Brantford.

The examinations upon which this report is based were conducted on the evening of June 7th, and on June 8th and 12th. The subjects included were Piano, Organ, Solo-singing and Voice-production, Choral Class work, Theory of Music, and Piano-tuning.

There were fifty-two candidates for examination in Piano-playing, three in Organ, six in Solo-singing, and ten in the Theory of Music (Harmony up to four parts, Counterpoint up to three parts, and Musical History).

Of the pupils who constitute the Primary Class in Piano-playing, two were "very good," one "good," three "fair," one "weak," and two "very weak."

In Grade No. 1, of twenty pupils, two gained first-class honours (80 marks and over), nine others obtained honours (70 to 80 marks), and seven passed. Two were given credit for passing Part I of the examination.

In Grade No. 2, of fifteen pupils, two passed with first-class honours, three with honours, and eight reached the "pass" standard.

In Grade No. 3 the only candidate examined passed a good examination and obtained first-class honours.

In Grade No. 4 (advanced), one gained honours of the first class, another second-class honours, and two passed. Of these, the two honour candidates are especially promising.

The only candidate presented in Class 5 is very highly talented, and should eventually make his mark as a musician. He obtained first-class honours with 80 per cent.

It is with much pleasure that I congratulate the teachers, Mr. W. Norman Andrews (Musical Director), Miss Moore, and Miss Harrington, on the excellent progress made in piano study. The high artistic attainments of the pupils generally have been fully maintained, and a very great advance has been made during the past year in the matter of technique.

As a result of this year's examination, allow me to state my impression that it is most important in every department of musical study, and in piano-playing especially, to maintain a strict adherence to the requirements as laid down in the excellent syllabus prepared by the Musical Director; and this because the graduating certificates which are now given to successful students, to be of real value to any who desire to make music a means of livelihood in the future, should be a hall-mark of such a high standing as will be acknowledged by the universities and other recognized educational institutions of standing.

Three pupils were examined in the department of Organ-playing. The results were highly satisfactory. Two obtained honours in Grade No. 1, and one, a young man of eighteen years of age, passed the final examination with first-class honours. This candidate has also the distinction of being an Associate of the Canadian Guild of Organists, a very high honour for one so young. Indeed, the institution may well be proud of so highly gifted and well equipped a musician.

Of the six candidates in Solo-singing and Voice-production, all were successful. I was glad to notice that much more attention than hitherto has been given to the all-important subject of voice-production.

THE THEORY OF MUSIC. Ten candidates were examined in Harmony, Counterpoint and History. The majority of these pupils showed a very good knowledge of all three sections of the papers set. The third year pupils did specially good work. Perhaps the History papers generally contained a little too much anecdote, to the exclusion of the more important points *re* the composers' works and their bearing and influence on music generally.

Great credit is due to Miss Moore, who conducts this class entirely, for her power of imparting so much valuable knowledge.

MUSICAL FORM. One candidate was presented and passed a fair examination in Grade II.

MUSICAL DICTATION. Fifty-two pupils took down in point print the notes of all four parts of a hymn tune, which was dictated by the Principal, Mr. H. F. Gardiner. In this valuable test, 28 pupils gained the maximum number of marks,

16 gained 90 per cent or over; 3 only failed to reach the 50 mark. Too much stress can hardly be laid on the importance of this remarkable result, since it is only by means of point print that the blind student is enabled to express his musical ideas on paper; thus it is, of course, an essential to all those who aspire to become composers.

THE CHORAL CLASS is a capital organization of forty-five well selected voices. The class sang a number of technical studies in an almost perfect manner. Several interesting four-part songs were performed, under the direction of Mr. W. Norman Andrews, with evident enjoyment. The accompaniments were excellently played by the senior music student of the Institution. The quality and production of the young tenor and bass voices were especially good, and the intonation and enunciation of the whole class reflect great credit on both the Musical Director and his enthusiastic singers. I observed that a good system of breathing prevailed, because this often-neglected point is of immense importance to the students, not only from the musical standpoint, but also from the physical.

PIANO-TUNING. Mr. Usher, who is responsible for this department of the Institution, has classes numbering in all twenty-two students of various grades. They all are doing excellent work; a few have completed their course, and are now accomplished tuners. I witnessed with pleasure and much approbation some practical work in several of the tuning studies. In addition to tuning itself, several of the advanced students exhibited decided ability and knowledge in dealing with the mechanism of the piano. The decision made in the best interests of the students, that it is compulsory for those who take the 'Tuners' Course to pass at least Grades 1 and 2 of the Piano Examination, before receiving a Graduating Tuner's Certificate, is most satisfactory.

I understand from the Principal of the Ontario Institution for the Blind that arrangements are being made to take up the study of the violin, beginning with the next session. This is decidedly a step in the right direction.

In conclusion, I should like again to congratulate the staff of the Music Department on the distinct advance which has been made during the past year.

I have the honour to be,

Sir,

Yours most obediently,

ALBERT HAM, *Mus. Doc., F.R.C.O.*

TORONTO, June 17th, 1911.

ONTARIO INSTITUTION FOR THE BLIND

STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1911

I.—Attendance

	Male	Female	Total
Attendance for portion of year ending 30th September, 1872..	20	14	34
" for year ending 30th September, 1873.....	44	24	68
" " " 1874.....	66	46	112
" " " 1875.....	89	50	139
" " " 1876.....	84	64	148
" " " 1877.....	76	72	148
" " " 1878.....	91	84	175
" " " 1879.....	100	100	200
" " " 1880.....	105	93	198
" " " 1881.....	103	98	201
" " " 1882.....	94	73	167
" " " 1883.....	88	72	160
" " " 1884.....	71	69	140
" " " 1885.....	86	74	160
" " " 1886.....	93	71	164
" " " 1887.....	93	62	155
" " " 1888.....	94	62	156
" " " 1889.....	99	68	167
" " " 1890.....	95	69	164
" " " 1891.....	91	67	158
" " " 1892.....	85	70	155
" " " 1893.....	90	64	154
" " " 1894.....	84	66	150
" " " 1895.....	82	68	150
" " " 1896.....	72	69	141
" " " 1897.....	76	73	149
" " " 1898.....	74	73	147
" " " 1899.....	77	71	148
" " " 1900.....	77	67	144
" " " 1901.....	72	66	138
" " " 1902.....	68	70	138
" " " 1903.....	67	64	131
" " " 1904.....	68	66	134
" " " 1905.....	67	74	141
" " " 1906.....	71	76	147
" " " 1907.....	72	72	144
" " " 1908.....	71	68	139
" " " 1909.....	72	70	142
" " " 31st October, 1910.....	77	67	144
" " " 1911.....	76	61	137

II.—Age of Pupils

	No.		No.
Six years.....	2	Eighteen years.....	10
Seven ".....	4	Nineteen ".....	12
Eight ".....	4	Twenty ".....	6
Nine ".....	4	Twenty-one ".....	4
Ten ".....	12	Twenty-two ".....	3
Eleven ".....	7	Twenty-three ".....	2
Twelve ".....	9	Twenty-four ".....	2
Thirteen ".....	7	Twenty-five ".....	2
Fourteen ".....	7	Over twenty-five years.....	10
Fifteen ".....	7		
Sixteen ".....	16		
Seventeen ".....	7		
	11		
		Total.....	137

III.—Nationality of Parents

	No.		No.
American	4	Norwegian	1
Canadian	71	Russian	8
English	40	Scotch	2
Irish	4	Unknown	1
Italian	1	Welsh	1
Galician	1		
German	3	Total	137
Hungarian	1		

IV.—Denomination of Parents

	No.		No.
Christian Science	1	Salvationist	2
Congregational	1	Lutheran	1
Baptist	9	Jewish	1
Disciples	1	Greek Catholic	1
Episcopalian	39	Unknown	1
Methodist	38	United Brethren	1
Presbyterian	21		
Roman Catholic	20	Total	137

V.—Occupation of Parents

	No.		No.
Agent	1	Labourers	27
Baker	1	Lawyer	1
Bar-tender	1	Manufacturers	4
Barber	1	Machinists	3
Bricklayer	2	Mason	1
Blacksmith	1	Merchants	9
Butcher	1	Military	1
Chief of Police	1	Miner	1
Carpenters	8	Painters	2
Clerk	1	Printer	1
Caretaker	1	Plasterers	2
Contractor	1	Physician	1
Cook	1	Policemen	2
Clergyman	1	Sailors	2
Drover	1	Shoemakers	2
Electrician	1	Railway employees	3
Engineers	2	Tanner	1
Farmers	24	Tailors	2
Firemen	3	Travellers	2
Fisherman	1	Teamsters	5
Gardener	1	Tinsmiths	2
Government officer	1	Warehouseman	1
Grocer	1	Unknown	4
Hackman	1		
Hotel-keeper	1	Total	137
Jeweller	1		

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1911

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma	2		2	County of Northumberland	1		1
City of Belleville				" Ontario	2	1	3
County of Brant		1	1	City of Ottawa	6	6	12
City of Brantford	2	2	4	County of Oxford	1	4	5
County of Bruce	1	2	3	" Perth	1		1
" Carleton				City of Peterborough		2	2
" Dufferin				County of Prince Edward	1		1
" Durham				" Prescott	1		1
" Elgin				" Russell		2	2
" Essex	1	1	2	City of St. Catharines		1	1
" Glengarry		1	1	" Stratford	1	1	2
" Grey	1	1	2	County of Simcoe	3	1	4
City of Guelph		1	1	" Stormont		1	1
County of Haldimand				City of Toronto	11	10	21
" Haliburton	1		1	County of Victoria	1		1
" Halton				" Waterloo	1		1
City of Hamilton	3	4	7	" Welland	3		3
County of Hastings	2		2	" Wellington		1	1
" Huron	4	3	7	" Wentworth	1		1
" Kent	1	2	3	" York	3	1	4
" Lambton	3	2	5	*Saskatchewan	4	1	5
" Leeds	2		2	*Alberta	3	1	4
" Lanark	1		1	*Manitoba	4	2	6
City of London	1		1	*British Columbia			
County of Middlesex		3	3	District of Parry Sound	1		1
District of Muskoka		2	2	*Quebec	1		1
District of Nipissing	1		1				
County of Norfolk		1	1	Total	76	61	137

* On payment.

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1911

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma	8	4	12	County of Haldimand	4	5	9
City of Belleville	4	1	5	" Haliburton	1		1
County of Brant	9	8	17	" Halton	7	3	10
City of Brantford	17	12	29	City of Hamilton	16	20	36
County of Bruce	9	11	20	County of Hastings	6	5	11
" Carleton	2	2	4	" Huron	14	13	27
" Dufferin	2	1	3	City of Kingston	7	4	11
" Dundas	3	3	6	County of Kent	10	7	17
" Durham	4	4	8	" Lambton	19	8	27
" Elgin	7	6	13	" Leeds	14	4	18
" Essex	14	20	34	" Lanark	4	4	8
" Frontenac	5	3	8	" Lennox	4	1	5
" Glengarry	8	1	9	" Lincoln	3	3	6
" Grenville	2	2	4	City of London	12	10	22
" Grey	10	12	22	District of Nipissing	7	4	11
City of Guelph	4	3	7	County of Middlesex	10	13	23
				District of Muskoka	3	3	6

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1911—Continued

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Norfolk.....	11	9	20	County of Stormont.....	5	1	6
" Northumberland.....	6	9	15	City of Toronto.....	65	50	115
" Ontario.....	8	10	18	County of Victoria.....	8	2	10
City of Ottawa.....	24	7	31	" Waterloo.....	12	5	17
County of Oxford.....	7	13	20	" Welland.....	9	5	14
" Peel.....	2	1	3	" Wellington.....	10	8	18
" Perth.....	5	10	15	" Wentworth.....	10	10	20
" Peterborough.....	13	5	18	" York.....	21	16	37
" Prince Edward.....	7	2	9	*Province of Quebec.....	5	1	6
" Prescott.....	4	...	4	*Saskatchewan.....	5	5	10
" Renfrew.....	8	6	14	*United States.....	1	...	1
" Russell.....	5	3	8	*British Columbia.....	2	...	2
City of St. Catharines.....	2	2	4	*Manitoba.....	4	2	6
" St. Thomas.....	3	2	5	District of Parry Sound.....	2	...	2
" Stratford.....	3	1	4	*Alberta.....	3	3	6
County of Simcoe.....	13	11	24				
					532	399	931

* On payment.

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1911

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma.....	2	...	2	County of Ontario.....	2	1	3
City of Belleville.....	...	...	...	City of Ottawa.....	7	6	13
County of Brant.....	...	1	1	County of Oxford.....	1	4	5
City of Brantford.....	1	2	3	" Perth.....	1	...	1
County of Bruce.....	...	1	1	City of Peterborough.....	...	1	1
" Durham.....	...	...	...	County of Prince Edward.....	...	...	...
" Elgin.....	...	...	...	" Prescott.....	...	...	...
" Essex.....	...	...	...	" Russell.....	...	2	2
" Glengarry.....	...	1	1	City of St. Catharines.....	...	1	1
" Grey.....	2	2	4	" Stratford.....	...	1	1
City of Guelph.....	...	1	1	County of Simcoe.....	2	...	2
County of Haliburton.....	1	...	1	" Stormont.....	...	1	1
City of Hamilton.....	2	3	5	City of Toronto.....	8	7	15
County of Hastings.....	1	...	1	County of Victoria.....	...	...	...
" Huron.....	3	3	6	" Waterloo.....	1	...	1
" Kent.....	1	3	4	" Welland.....	2	...	2
" Lambton.....	2	2	4	" Wellington.....	...	...	...
" Leeds.....	2	...	2	" Wentworth.....	...	...	...
" Lanark.....	1	...	1	" York.....	1	1	2
City of London.....	1	...	1	Quebec.....	1	...	1
County of Middlesex.....	...	1	1	Manitoba.....	2	2	4
District of Muskoka.....	...	2	2	District of Parry Sound.....	1	...	1
" Nipissing.....	1	...	1	Saskatchewan.....	4	1	5
City of Niagara Falls.....	1	...	1	Alberta.....	3	...	3
County of Norfolk.....	...	1	1				
" Northumberland.....	1	...	1	Totals.....	58	51	109

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditure for the year ending 31st October, 1911. Compared with preceding year

Item	Service	31st October, 1910			31st October, 1911		
		Total expenditure, 1910	Yearly cost, Average 119	Weekly cost, Average	Total expenditure, 1911	Yearly cost, Average 116	Weekly cost, Average
		\$ c.	\$ c. c. mls.		\$ c.	\$ c. c. mls.	
1	Medicine and Medical Comforts..	131 46	1 10	2.1	157 16	1 36	2.6
2	Butchers' Meat, Fish and Fowl .	1,918 92	16 12	31.	2,232 86	19 42	37.1
3	Flour, Bread and Biscuits	541 10	4 37	8.2	532 01	4 58	8.8
4	Butter and Lard.....	1,637 57	13 76	26.4	1,512 17	13 04	23.1
5	General Groceries.....	1,290 69	10 84	20.8	1,331 40	11 47	22.
6	Fruit and Vegetables.....	244 59	2 05	3.9	221 83	1 91	3.6
7	Bedding, Clothing and Shoes	258 33	2 17	4.1	419 43	3 44	6.6
8	Fuel—Wood, Coal and Gas	3,152 77	26 49	50.9	3,847 88	33 17	65.7
9	Light—Gas and Electric	1,088 05	9 14	17.6	1,051 74	9 14	17.6
10	Laundry—Soap and Cleaning ..	379 11	3 18	6.3	449 91	3 87	7.4
11	Furniture and Furnishings	605 89	5 09	9.8	454 22	3 92	7.5
12	Farm and Garden — Feed and Fodder.....	757 71	6 36	10 2	656 98	5 66	10.9
13	Repairs and Alterations.....	1,371 72	11 52	22.1	1,198 41	10 30	19.8
14	Advertising, Printing, Stationery, etc.....	470 08	3 95	7.6	518 51	4 47	8.6
15	Books, Apparatus and Appliances	1,321 12	11 10	21.3	1,106 64	9 54	18.5
16	Miscellaneous—Unenumerated.	1,094 71	9 27	17.8	1,251 47	10 78	20.7
17	Pupils' Sitzings at Church....	200 00	1 67	3.2	200 00	1 72	3.3
18	Rent of Hydrants.....	160 00	1 34	2.6	160 00	1 37	2.6
19	Water Supply.....	290 46	2 44	4.7	426 61	3 67	7.
20	Salaries and Wages.....	21,944 81	184 41	354.6	22,801 96	196 56	366.4
21	Special—						
	Repairing Pianos and Organs	555 00	4 66	8.9	96 00	0 82	1.7
	Hardware, etc.....	177 49	1 49	2.8	262 10	2 26	4.3
	Workshops—Willow Dept....	235 91	1 98	3.8	172 07	1 48	2.8
	" Hammock Dept.	86 66	0 72	1.4	155 84	1 34	2.6
		39,914 15	335 41	645.	41,217 20	355 32	683.1

31st October, 1911.

Certified.

W. N. HOSSIE,
Bursar

